Nova Scotia

ANNUAL REPORT

*for the year*
*ending July 31, 1989*

# Department of Education

91-06906/

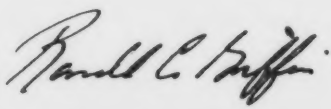
THE HONOURABLE LLOYD R. CROUSE, P.C.
Lieutenant-Governor of Nova Scotia

Sir:

I beg to present herewith the report of the Department of Education for the year ending July 31, 1989.

I have the honour to be

Your obedient servant,



RONALD C. GIFFIN, Q.C.
Minister of Education

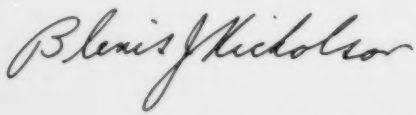
THE HONOURABLE RONALD C. GIFFIN, Q.C.
Minister of Education

Sir:

I have the honour to submit the annual report of the Department of Education for the year ending July 31, 1989.

I have the honour to be

Your obedient servant,



BLENIS J. NICHOLSON
Deputy Minister of Education

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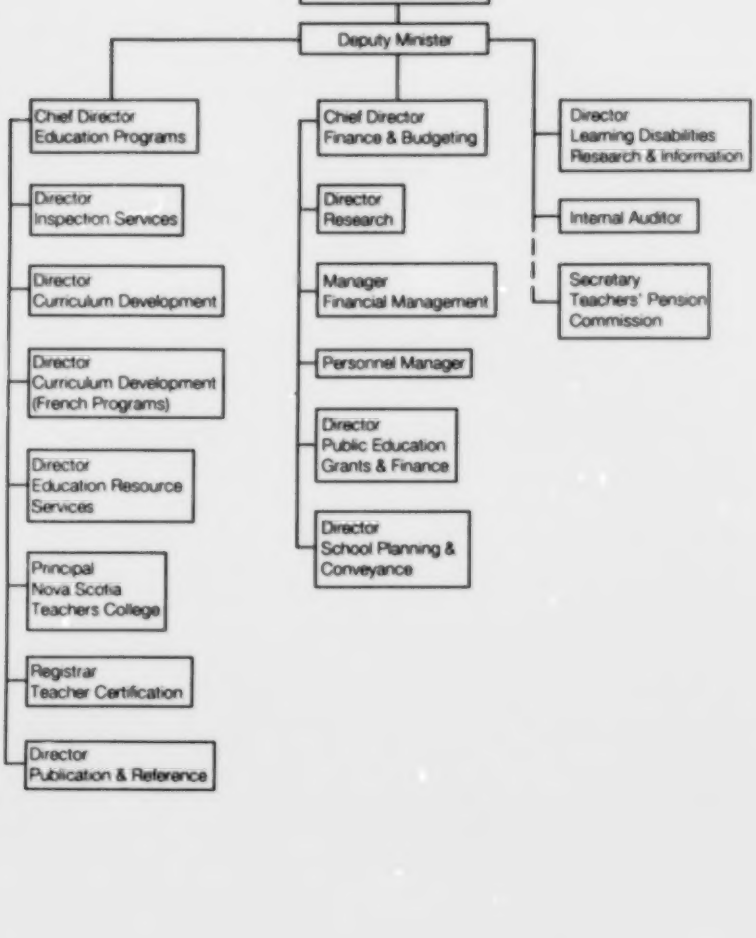
**NOVA SCOTIA DEPARTMENT OF EDUCATION: 1988–89**



## DEPARTMENT OF EDUCATION: ADMINISTRATIVE STRUCTURE

The Department of Education is organized into the two main administrative areas described below, each headed by a Chief Director reporting to the Deputy Minister of Education. In addition, the Internal Auditor and the Director, Learning Disabilities, each report directly to the Deputy Minister. The Internal Auditor is responsible for evaluating the adequacy and effectiveness of the department's systems of management control, while the Director, Learning Disabilities, assesses and makes recommendations regarding policies and services across government departments with respect to learning disabled people.

The Teachers' Pension Commission, although not part of the Department of Education's administrative structure, receives support services from the department. For the year under review, the commission will be publishing its own annual report. Information on teachers' pension activities will, therefore, not be included in this Department of Education annual report.

### Education Programs

The Education Programs area includes the following divisions: Curriculum Development (English and French divisions), Inspection Services, the Nova Scotia Teachers College, Teacher Certification, Education Resource Services, and Publication and Reference.

The Curriculum Development divisions, which are responsible for elementary and secondary education programs, co-ordinate curriculum development, recommend appropriate instructional materials for inclusion in the authorized lists, and provide consultant services. These divisions assist in the planning and implementation of in-service programs and have consultants in a variety of subject areas. Curriculum Development (French Programs) also administers several language bursary and assistance programs funded by the Secretary of State. Curriculum Development (English) operates the department's correspondence study service.

The staff of Inspection Services consult with school boards, school administrative staff, and the general public; provide the Minister and departmental staff with information on the school systems in their inspectorates; serve regionally as interpreters of departmental policy and procedures; co-oordinate school system surveys; and work with the Nova Scotia Teachers Union and the Nova Scotia School Boards Association in the Teaching Effectiveness Program.

The Nova Scotia Teachers College provides education programs for those entering the teaching profession and also offers a variety of courses for teachers interested in furthering their professional education.

The Teacher Certification section supervises and maintains records on the registration and certification of teachers.

The Education Resource Services Program includes the Nova Scotia Museum, Education Media Services, and the Provincial Library. The Museum acquires, preserves, interprets, and displays artifacts related to the natural and cultural history of the province, operates a number of historic buildings throughout Nova Scotia, offers a variety of programs to schools and the general public, and provides financial and advisory support to local museums. Education Media Services provides schools with the resources of a media library, an audio-visual equipment repair service, a microcomputer resource centre, and various audio-visual productions, including educational television programming. The Provincial Library provides various services to the regional libraries of Nova Scotia, administers library grants, and, in general, co-ordinates the library service of the province. The Provincial Library also provides assistance to schools through a Co-ordinator of School Libraries.

Publication and Reference publishes periodicals for teachers, consolidations of legislation, directories of schools, and various other bulletins related to education. This section also provides a general editing service for the department, answers inquiries from the public and the news media, and helps to arrange publicity for departmental events.

**Finance and Budgeting**

The Finance and Budgeting area includes the following: Financial Management, Personnel, Public Education Grants and Finance, School Planning and Conveyance, and Research.

The Financial Management division co-ordinates the budget presentation of the department, controls the internal financial operations of the department, provides an internal mail service, and operates a bureau that supplies school boards with textbooks and other learning materials.

The Personnel section provides for the maintenance of departmental personnel records and administration of other personnel services.

Public Education Grants and Finance co-ordinates the provision of education grants to school boards; reviews school board budgets, revenues, and expenditures to ensure compliance with legislation and

regulations; and provides advisory services to school boards to promote sound and consistent financial management practices.

School Planning and Conveyance develops construction programs for all approved school capital construction projects; monitors school construction to ensure all mandatory requirements and departmental standards are adhered to in the planning of new school facilities; arranges for the funding of construction and monitoring to ensure debt payments are made; and monitors school bus purchasing and school transportation systems to promote high standards of cost-efficiency, service, and safety.

The Research division provides for collection and analysis of statistics on teachers, students, subjects taught, and finances; operation of provincial student achievement testing; services related to GED examinations; maintenance and development of the department's centralized database; and advice on the development of departmental management information systems.

# EDUCATION PROGRAMS

## EDUCATION PROGRAMS

### CURRICULUM DEVELOPMENT

Consultants assigned to work in the areas of business education, science, and home economics joined the curriculum branch during 1988 and 1989. They, along with existing staff, participated in school district surveys and mini surveys conducted in Lunenburg, Yarmouth, and Shelburne counties. The consultant staff also visited many school districts for two- or three-day periods. Visits were made to teachers in their classes and to groups of teachers and administrators. The experiences of teachers, the status of program implementation, and future in-service requirements were discussed.

The Curriculum Division concentrated on student evaluation strategies, technology in education, and the report of the Advisory Committee on the Public School Program submitted to the Minister of Education. A meeting of provincial curriculum supervisors, at which all school boards were represented, discussed these major topics in June.

#### Elementary

Work progressed during 1988–89 on the development of an elementary mathematics test for program evaluation purposes. This project involves both the Research and Curriculum divisions, with assistance from Education Media Services. Two forms of the test were completed, and all development work, including the writing and review of test items and graphics, preparation of camera-ready copy, and publication, was done in Nova Scotia. Educators from across the province participated in the revision of test specifications, test item writing, and item revision. The test was administered to all grade 5 students in May/June 1989. Work also continued on the development of a provincial elementary language arts program assessment.

The elementary health guide is near completion. Prior to provincial implementation, plans will be developed for field testing.

Regional meetings were held to offer elementary teachers and curriculum leaders information on AIDS and suggestions for responding to student requests for information on AIDS and child abuse.

An elementary science committee was established to develop goals and objectives for future program development. A newly appointed task force has begun to develop guidelines, identify supporting material, and suggest implementation strategies.

During 1988–89, several resources were added to the list of authorized instructional materials for elementary schools, including a new Nova Scotia–developed resource for grade 4 social studies and several additional resources to support the elementary language arts program. Additional resources were also added for mathematics, grades 5 and 6, following field testing of these materials in several districts.

A task force met to review and revise the elementary art program, with new guidelines expected to be completed by June 1990.

Several schools in Nova Scotia, from the districts of Kings, Richmond, Halifax City, and Halifax County–Bedford, participated during 1988–89 in field testing of materials for human rights education for grades 4–6. Prepared by the Canadian Human Rights Foundation, these materials will be revised as a result of the field testing prior to their final publication by the foundation.

**Junior High**

Two major provincial mathematics in-services were held. These in-services reflected the recommendations of the major mathematics document *Curriculum and Evaluation Standards for School Mathematics* (1989). This document provides a direction for school mathematics in the next decade and is based on a consensus that all students need to learn more, and often different, mathematics and that instruction in mathematics must be significantly revised.

A three-day in-service was presented in September 1988 for district representatives planning to implement the alternative grade 9 program, *Mathematics 9: A Study Skills Approach*. Workshop sessions for district teams focussed on selecting appropriate students for registration in the program, on providing instructional strategies for student understanding of mathematical concepts and skills, and on the development of appropriate techniques and strategies for evaluation and assessment of student performance.

A major junior high mathematics in-service was delivered in May 1989 for grades 7 and 8 district teams. The focus of this in-service was three-fold:

- to provide each district with a team of knowledgeable and enthusiastic leaders willing to provide mathematics leadership at the local level, develop a network of junior high mathematics teachers, and provide leadership for workshops and in-services.
- to provide the district leaders with a forum in which they could participate in work sessions focussing on research-based attitudes

and beliefs about learning and the implications for mathematics teaching and learning.

- to provide each district team with specific materials, resources, and teaching strategies that support process-product learning in the grade 7 and 8 mathematics classroom.

In November 1988, two regional in-services, at Truro and New Minas, were held for junior high home economics teachers representative of various district school boards. The teachers were introduced to the revised junior high home economics program reflecting: (1) the concept of co-educational programs (one for all students, not just the female population); (2) the area of family studies, which goes beyond and enhances the basic content in the personal development and relationships program; and (3) the updating of course content since 1977. Teachers in attendance at the in-service were selected by their respective school boards and were encouraged to make similar presentations to other home economics teachers in their districts.

A new *Junior High School Industrial Arts* supplementary document produced during this school year is a temporary modification of the current junior high industrial arts program. It outlines a flexible arrangement to help those schools moving towards implementing co-educational programs, while ensuring appropriate emphasis is given to the essential elements of the existing program that is described in the Department of Education Curriculum Document, *Industrial Arts Education Program Handbook, No. 49.*

The final stage of the provincial implementation plan was undertaken for the grade 9 *Maritime Studies program.* In March, the completed curriculum guide (#113) was distributed throughout the province following a series of regional and local in-services. The identification of multi-media resources also provided teachers with a support to offer this new social studies program.

**Senior High**

New task forces were given mandates to design and develop courses in global history and global geography. Each will require students of all abilities to examine the question: "How did the world arrive at its current state at the close of the 20th century?" These two programs will be piloted in several grade 12 classes starting in September 1989.

The senior high music program has undergone extensive revision, with new guidelines becoming effective during the school year 1989–90.

Thirty-one science teachers representing all school boards attended a two-week summer institute during July 1989. The theme for the institute was "Sharing the Future Today: Science Education and Emerging Technologies." Teachers had opportunities to explore, model, and share innovative and creative teaching strategies suitable for secondary science classrooms and laboratories.

The focus of business education included the revision of the curriculum guides for two courses (Office Procedures, Word and Information Processing) and the implementation of these guides through a business education provincial in-service in Truro—May 17–18, 1989. In accordance with recommendations of the Advisory Committee on the Public School Program, the one-year business education diploma program was restructured and now more accurately reflects the current technological innovations of the workplace. Communication between industry and education was enhanced through advisory meetings held with the Nova Scotia Power Corporation, including one in which entrepreneurship education at all levels of the curriculum was studied.

**Alternative Programs**

Alternative programs, including adjusted, intermediate industrial, and work experience, continued to be evaluated. Materials for these programs were updated. Six alternative programs were approved as pilots; some school boards offered co-operative education programs.

A ministerial task force on work experience and co-operative education submitted its report.

**Guidance**

The Curriculum Division provided a one-week mini-course in career counselling and education for the province's school counsellors. The course was fully subscribed and positively viewed by the participants. The publication *Guidance in Nova Scotia Schools* has been provided to all school boards. Initiatives have recently been taken to improve the quality of counselling provided to girls and young women in schools. The Curriculum Division is taking an active role in combatting sex role stereotyping and minimizing its effects on young women in the schools. School counsellors are attempting to provide occupational and educational information to students. In many districts counsellors are involved in the delivery of the grade 7–9 personal development and relationships program.

**Computers**

The department continued to encourage and support the use of computers to improve student learning in a variety of subject areas, with special emphasis on the use of computers to improve student writing. Regional workshops were conducted for high school teachers and curriculum staff from each district board. The consultant for computer education was one of two Canadian representatives to a UNESCO-sponsored international conference on computers in education.

The department published the fourth *Authorized List of Software*, which is available to schools through the School Book Bureau. A significant change in the listings is a shift from software for computer courses to software for classroom use.

**Multicultural Services**

One of the main focuses of Multicultural Services is to identify ways to incorporate multiculturalism into all aspects of the school environment. To that end, a number of workshops and presentations have been held involving superintendents, principals and teachers, graduate and undergraduate students, and Department of Education personnel. The purpose was to develop awareness and sensitivity to the issues so that improved teaching strategies and methodology, school policies and practices, assessment and counselling services, print and audio-visual learning materials, and provincial curriculum guidelines will be more responsive to the multicultural reality.

In addition, other activities included the updating of the policy and procedures for evaluating learning materials; the establishing of a multicultural evaluation committee; the identifying of minority evaluators; discussions with Native and Black individuals, groups, and organizations regarding educational needs; visits to various school boards to discuss the education of minority students; the continuation of the elementary curriculum human rights pilot; the identification of selected teacher resources on multiculturalism and education; discussions relating to students for whom English is a second language; and discussions with deans of education regarding teacher education programs in multiculturalism and human rights.

**Correspondence Study**

In the correspondence study service 2,448 students enrolled in courses for the public school program and 147 enrolled in technical courses. Revision of correspondence courses continued, with emphasis on having them closely follow the courses offered in public schools.

### Special Education

A committee undertook a major review of educational materials for students who need specialized teaching and/or resource materials. Each committee member represented at least two districts and suggestions were gathered from many sources involved with special needs students. Changes have been recommended, especially in the areas of mathematics, computers, severely handicapped students, and professional development.

Additional services to teachers of special needs children and to resource teachers were provided through the appointment of a special education consultant.

## CURRICULUM DEVELOPMENT—FRENCH PROGRAMS

### Curriculum Development, Implementation, and Maintenance

Outlines for P–8 programs intended for a Francophone school in the Cape Breton region were prepared and made ready for implementation. A consultant was assigned to assist the Cape Breton District School Board in conducting interviews to determine student eligibility for the program. This consultant also assisted in the selection of textbook and other teaching materials. The program was further extended to include grade 9.

### Social Studies

Meetings were held to discuss the underlying philosophy for the senior elementary social studies program. Plans were made to write the guidelines for this program in 1989–90.

### French Language Arts

New materials were added to the list of approved textbook materials for the P–6 program, and a workshop was held for teachers at this level.

### Computer Studies

A workshop in word processing for Francophone teachers was held at Education Media Services.

### Education Resource Centre

The Education Resource Centre (CPRP) located in Church Point lent more than 33,000 items to Acadian and immersion programs in the province and dealt with some 3,600 clients seeking its services. Fifteen in-service sessions were held across the province for students and teachers.

**Modern Languages**

The document *Elementary Core French Guidelines* was launched in January at presentations in Truro and Oak Island. Representatives from each district board were introduced to the latest research-based communicative approach, which aims to give students a better grasp of the language as a means to communicate.

Plans were made to extend this approach to the secondary levels, and the writing of these guidelines was begun.

**French Immersion**

Task forces for early and late French immersion were established. Definitions for the different types of immersion programs were recommended to the department for approval. Guidelines for early and late immersion are being developed.

Improvements were made in the authorized materials list to reflect the growing importance of French immersion in the province.

Teacher in-services were planned for the fall of 1989 in French language arts, early and late immersion, in science and social studies.

**Co-operation with Other Organizations and Government Departments**

A member of the division's staff represents the Department of Education on the committee of the Program Development Assistance Fund of the Nova Scotia Teachers Union. Staff members also represent the Department of Education on the Multicultural Education Council of Nova Scotia and on the administrative council of ACELF (Association canadienne d'éducation de langue française), which is a Canadian organization comparable to the Canadian Education Association dealing with education in French across Canada.

Staff members administer various language bursary programs for students and teachers across the province, as well as special projects and language monitor programs. Staff members also work on joint projects with other Maritime provinces in various subject areas, under the direction of the Administrative Council of the Council of Maritime Premiers. Such projects include supplementary materials for Maritime studies, French language arts, and special education programs, as well as comprehension tests.

**INSPECTION SERVICES**

There are 10 inspectors and 10 secretaries in field offices throughout the province. The administration office staff consists of a director, an assistant director, and two secretaries.

The inspectors consulted with and advised school boards and their administrators on a variety of matters related to the improvement of instruction. They attended all board meetings and many board committee meetings and met regularly with senior staff. During these meetings, each inspector acted as a resource person, communicated departmental policies, and helped boards develop policies and procedures consistent with current directions of the Department of Education. Through these meetings and contact with schools and the public, inspectors were able to advise the Minister on actual or potential matters of concern.

Inspectors monitored private schools and individual cases of home study, ensured that schools, school boards, and teachers operated within the statutory guidelines of the province, and audited data submitted by school boards for formula funding and other statistical purposes. All board level in-services were approved and all pilot programs monitored. In addition, assistance with the interpretation of the provincial testing program was provided at the board level. Inspectors were active with senior board staff in promoting public relations programs and developing short- and long-range plans.

Inspectors worked closely with various sections of the department. They assisted School Planning in various aspects of school capital construction, worked closely with the Curriculum Division in many projects, including the promotion of elementary language arts, and assisted the Research Division in many endeavors, notably the development and use of a new grade 5 mathematics test. Each inspector also accepted a special project dealing with a particular area of public education.

Inspectors joined other department staff and selected staff of public school boards in conducting reviews and surveys of various aspects of education in the province. A major survey was made of the Lunenburg County District School Board system, and less extensive surveys were conducted of several institutions, including Landmark East, Bridgeway Academy, and Chapel Island School.

With leadership from the Assistant Director of Inspection Services, the Teaching Effectiveness Program—a co-operative venture of the department, the Nova Scotia Teachers Union, and the Nova Scotia School

Boards Association—continues to grow. At the end of the academic year, all school boards were involved in the program, and 85 per cent of the province's principals had participated in workshops and in-services. Summer teaching strategies workshops had been attended by 70 per cent of Nova Scotia principals. Pre-service training programs had been developed for prospective administrators. All boards are now involved in policy development regarding the supervision and evaluation of teachers: 15 boards have adopted policies and have moved to the implementation stage, 3 boards have draft policies, and 3 boards are reviewing current policies and updating them. All policies are based on a two-track system: formative evaluation and summative evaluation. Administrative support programs, through the assistant director, help principals during implementation of new supervision and evaluation policies. Seven boards are currently involved in this aspect of teaching effectiveness.

The adult education activities and interests of the Department of Education continue to be co-ordinated by Inspection Services. This meets a need expressed by several school boards and reflects the department's commitment to attack adult illiteracy and make available general education courses to adults.

## TEACHER CERTIFICATION

The Registrar's office of the Department of Education is responsible for issuing teachers' certificates, maintaining all teaching service records, and approving courses and programs for certification upgrading. In addition, the office provides verification of this information to interested parties, including school boards and other departments of education.

During the period August 1, 1988 to July 31, 1989, teachers' certificates and permits were issued as follows:

| | |
|---|---|
| Initial certificates | 683 |
| Upgraded certificates | 660 |
| Permanent certificates | 256 |
| Renewed certificates | 973 |
| Reclassifications | 7 |
| Name changes | 49 |
| Duplicate certificates | 88 |
| Permits | 29 |
| Vocational permits | 34 |
| Regulation 48 certificates | 28 |
| Total | 2,807 |

In addition, the office provided other services as follows:

| | |
|---|---|
| Verification of certification and service | 1,393 |
| Detailed records of teaching service | 1,310 |
| Statements of professional standing | 568 |
| Course approvals | 468 |
| Program approvals | 346 |
| Revised data verification forms | 342 |

Finally, the office receives a large volume of inquiries from teachers, school boards, and others interested in teacher certification as follows:

| | |
|---|---|
| Telephone inquiries | 12,733 |
| Mail received | 13,113 |
| Office visitations | 1,062 |

## NOVA SCOTIA TEACHERS COLLEGE

A major development at the Nova Scotia Teachers College this year was the signing of an agreement of affiliation with Mount Saint Vincent University on February 28, 1989. The agreement provided for the granting of a Bachelor of Education degree in the name of both institutions to students entering the four-year teacher education program at the College, beginning in September 1989. The four years of the program will be carried out at the Teachers College, and in addition, plans are under way for co-operation in the delivery of courses for teacher education students at both institutions. Thus the College has now achieved degree-granting status. Students now in, or who have graduated from, the Associate in Education program will continue to have the opportunity of attending a Nova Scotia university of their choice for a fourth year to qualify for a Bachelor of Education degree.

The College's vice-principal and program council designed a four-year program of teacher education for the new degree. This entailed a number of changes in requirements, including changes in student teaching. An intensive in-service for faculty and local co-operating teachers in the supervision of student teaching resulted in the development of a more detailed and rigorous analysis instrument for this important professional activity.

In support of the province's enhancement of French education in the school system, the College expanded its offerings in French education, and three students took teacher education courses in French for one semester at Université Sainte-Anne, resuming their education at Teachers College in the second semester. Under an agreement between

Teachers College and the University, 10 students registered in this program for the first semester of 1989. Each student was awarded a $2,000 bursary from funds made available by the Secretary of State.

**College Statistics**

*Staff*

Administration — 3

Faculty, including chairmen, directors, and full-time equivalents in continuing education — 44.3

Staff, including student assistant full-time equivalents — 46

*Applications, Admissions Enrolment, Graduating Students*

*Teacher Education*

| | |
|---|---|
| Applications and inquiries for 1989–90 | over 900 |
| Applications processed | 832 |
| Screened in tests and interviews | 400 |
| Admission quota 1989 | 120 |
| Enrolment, 1988–89 | 335 |
| Graduated, May 1989 | 110 |

*Continuing Education*

| | |
|---|---|
| Evening Extension | 504 |
| Non-credit courses | 74 |
| Day-time, part-time | 54 |
| Intersession | 76 |
| Summer School, 1988 | 312 |
| In-service sessions | 28 |

About 25 per cent of the associate in education graduates went on to university; about 10 per cent obtained teaching positions immediately; the rest got jobs substitute-teaching or working in occupations for which their teacher training equipped them; one registered as unemployed.

College facilities were well used, not only for the College's own courses in teacher education, child development services, and continuing education, but also through arrangements such as the rental of facilities to Saint Mary's University, which offered five, fully subscribed Bachelor of Education courses and several Masters in Education courses

for Teachers College graduates and for teachers in the field. Both the Truro campus and the Outdoor Field Study Centre at Manganese Mines continue to be heavily used, especially by members of the teaching profession and by other sections of the Department of Education.

Two new policies for students were formalized, one on sexual harassment and the other on a grievance procedure for disputed grades.

The Nova Scotia Teachers College Educational Trust Fund is in full operation, with $20,000 invested to date and the promise of more to come. The fund is a useful vehicle for those wishing to support the education of teachers at the College. Interest from the fund is used for scholarships, bursaries, and awards and for professional development activities for faculty and students.

## EDUCATION RESOURCE SERVICES

### Nova Scotia Museum Complex

The Nova Scotia Museum Complex consists of 23 museums across the province with headquarters in Halifax; the 24th branch of the complex is under construction and due for opening in 1992. All branches of the museum carry out museological functions towards the common objective of collecting, researching, preserving, and interpreting the material history and natural history of Nova Scotia. The Nova Scotia Museum is established under the Nova Scotia Museum Act, and also administers the Special Places Protection Act.

New items added to the collection included more industrial artifacts than in the past, reflecting the development of the Museum of Industry. Other items acquired through donation and purchase were as large as a clock tower from the Morse collection, which was relocated to the Annapolis Valley Macdonald Museum in Middleton, and the Morley blacksmith shop, which went to Ross Farm, and as small as Nova Scotia militia muskets and shipbuilder's plans. Work in the field brought in some very important new fossil and archaeological accessions.

The documentation and registration of collections is an ongoing activity; Haliburton House and Sherbrooke Village were focussed upon this year, and federal Department of Communications funding assisted the Maritime Museum of the Atlantic in this task. Research projects, in many cases related to exhibits or publications, included competitive rowing, the anchor collection, marine worms, coastal plain and intervale plant communities, and the excavation of a fossilized ammosaurus skeleton. A computerized inventory of shipwrecks was commenced with

the assistance of the Nova Scotia Archaeology Society, which will aid in their future management and protection.

A long-range preservation plan and restoration schedule for the CSS *Acadia* was completed along with a maintenance manual for the vessel. A complete survey of the branches of the Nova Scotia Museum Complex was done to provide museum staff with a basis for future development in the area of conservation. Extensive restoration on the salt bank fishing schooner *Theresa E. Connor* was completed at the Fisheries Museum of the Atlantic in Lunenburg. The museum participated in a joint project with Mount Saint Vincent University, the Federation of Nova Scotian Heritage, and the Canadian Conservation Institute in the development and distribution of distance education packages on "Opening a Seasonal Museum" and "Closing a Seasonal Museum."

Considerable effort went into the completion of the travelling exhibit, Sable Island: A Story of Survival. The exhibit will travel to 12 museums across Canada before returning to tour Nova Scotia in 1992–93. It is accompanied by 10 boxes of resource materials for schools. Temporary exhibits were prepared and hosted at both the Nova Scotia Museum and the Maritime Museum of the Atlantic. Interpretation on the CSS *Acadia* was considerably enhanced. Travelling exhibits were co-ordinated by the Nova Scotia Museum for distribution at museums across the province. In all, 19 such exhibitions were shown 48 times at 13 locations throughout the province.

Total visitation was 636,757 for the complex, which is a decline of 3 per cent; however, numbers of school children and class groups increased by 12 per cent to 59,394. A conscious effort was made to provide more programming outside the Halifax area by co-operating with the Department of Mines and Energy and the Department of Lands and Forests in providing public programs. In addition, the first co-sponsored program with Parks Canada was undertaken.

School loan use was up significantly. The approximately 435 school loans that are distributed from 15 centres are estimated to reach from 80,000–90,000 students across the province each year. Kits will be gradually moved to district teacher resource centres as it appears this will greatly improve their accessibility to teachers.

The publication program was active and successful. New releases included the *Fossils of Joggins*, which was distributed to Cumberland and Colchester County schools by the Minister, *Six Micmac Stories; Houses of Nova Scotia, the Mapmaker's Eye*, and a new edition of the *Geological Highway Map of Nova Scotia*. One new INFO was produced and several translated into French. The first 10 French branch museum brochures

were produced. The museum publication *Following the Sea* won two international awards, and staff member Ruth Whitehead received an award for outstanding achievement for her contribution to the Glenbow Olympic Exhibit. Staff also contributed to a variety of journals, produced two editions of *The Occasional* (a journal for museums), the *Learning Resource Catalogue*, and six editions of *News and Views*.

Operating grants were given to 15 year-round local museums and 33 seasonal museums for a total of $850,000 under the Museum Assistance Program. In addition, advisory services were provided in a number of areas, and all 48 museums were visited at least once.

**Education Media Services**

During this year the staff of Education Media Services provided support to the work of the Interdepartment Committee on Education Communications Technology. The Committee's work served as the basis of legislation that was passed in May 1989 to establish the Nova Scotia Education Communications Agency, which consists of the Minister of Education, the Minister of Advanced Education and Job Training, and the Minister of Transportation and Communications.

*Media Library and Repair*

A review of the library's elementary and junior high science media materials and senior high language arts materials was carried out. This was done with the assistance of committees of teachers who were brought to Education Media Services for several days of screenings.

The review resulted in the acquisition of several excellent science series that complement the inquiry approach now being encouraged.

Resources for senior high language arts were expanded to include a bank of programs to support the media literacy units included in the syllabus at the grade 10, 11, and 12 levels.

Additional resources were also made available for use in the junior high personal development and relationships program. Among these were several excellent programs on aspects of human sexuality, including A!DS education materials.

A survey was conducted among selected boards to determine the use of the media kits that were produced and distributed by Education Media Services. Based on the survey, a number of the kits in highest demand were re-issued.

*Media Production*

The production unit completed 20 major video and audio projects, along with all of the still photographic and design assignments requested by the Nova Scotia Museum system.

Video production included the completion of the second program in the present day Micmac series, *The Song Says It All*, featuring the poet Rita Joe. A special program was prepared for Career Week, which involved students in a recreation of the quiz show *What's My Line?* An in-service series was prepared for junior high social studies and another for teachers on adapting physical education for visually impaired students. Valuable archival footage was gathered, documenting the repair work carried out on the vessel *Theresa E. Connor*. A program produced using this footage was shown to visitors at the Fisheries Museum. An arrangement with teachers, which is growing in importance, is one that allows those who receive board approval to make use of the staff and facilities of Education Media Services to produce a resource. Projects that are chosen must first be approved by the Curriculum Development Division. Two teacher-initiated productions were begun during 1988–89.

*Training and Consultation*

The computer training emphasis for the year was on the use of the computer in writing. Guides for the use of word processing programs for both Apple and Commodore equipment were prepared and distributed, and workshops were held that involved staff from all boards.

The evaluation of software was continued, and a number of new titles were added to the "approved list."

Media materials acquired by Education Media Services were publicized through the department's bulletin, *Education Nova Scotia*, and through *The Teacher*, the newsletter of the Nova Scotia Teachers Union.

**Provincial Library**

In 1989 the phase-in period of the new funding arrangement for regional libraries begun in 1987 was completed. Funding for 9 of the 11 library boards has been equalized to one per capita rate and one library tax rate.

Reviews of the funding arrangements and of the Libraries Act were undertaken, with the results to be presented to the Provincial Library Council in October 1989.

With the assistance of provincial capital funding, new branch libraries were opened in Pugwash, River Hebert, Elmsdale, Halifax

Mainland North, and Shelburne. Projects under construction include new facilities at Cole Harbour, New Glasgow, Amherst, and Dartmouth. These are expected to be completed in 1989–90.

The increase in the number and size of regional library branches and their expanding services have put heavy demands on the direct services of the Provincial Library. Reference Services has seen a steady increase in the interlibrary loan location service and in information requests. The most significant trend has been the increased demand for services based on on-line databases. Technical Services added 18,946 new titles to the Regional Librarians' microfiche catalogue, an increase of approximately 25 per cent over the previous year. Locations added to existing records increased by almost 30 per cent.

Following study by a joint committee of department staff and representatives of the Nova Scotia School Library Association, capital grants for new and expanded school libraries were doubled.

The Co-ordinator, School Libraries, participated in the department's survey of the Lunenburg County District School Board. Follow-up work ensued with schools in Bridgewater, Hebbville, and West Northfield. The Co-ordinator was the theme chairman for Provincial Education Week in April 1989, which had the theme "Libraries: A Lifetime of Learning."

Staff continued to participate in the activities of library and related associations in the province and the Atlantic region. A number of workshops and seminars were attended in a continuing effort to keep abreast of the rapidly changing field of information services and technology.

## PUBLICATION AND REFERENCE

Publication and Reference is responsible for answering general telephone and written inquiries to the Department of Education from students, teachers, parents, the news media, other education departments or institutions, and the general public.

Departmental publications produced by the section included the directories of schools and the *Education Nova Scotia* bulletin, containing official notices, articles on departmental policies, and miscellaneous information for teachers.

Assistance was provided by the Publication and Reference section to other sections of the department in the production of curriculum documents and other miscellaneous publications.

# LEARNING DISABILITIES

## LEARNING DISABILITIES

The Learning Disabilities Section is responsible for assessing policies and programs for learning disabled individuals in the province and making recommendations for change. Although the primary focus is on Department of Education and school district policies and programs, the section's mandate extends across government departments, reflecting the fact that learning disabilities are life-long and require multidisciplinary approaches.

During this year, a consultant was hired to assist the director in fulfilling these responsibilities. Visits to 20 district school boards were made to gather information and solicit input from a variety of school personnel. Staff also visited six regional mental health clinics and eight community college campuses. Meetings were held with parent groups concerned with learning disabilities in Sydney, Yarmouth, Halifax-Dartmouth, Pictou, and Lunenburg and liaison was established with the Nova Scotia Chapter of the Learning Disabilities Association of Canada. Membership on the Advisory Board was expanded to include representatives of relevant government departments as well as an adult with learning disabilities.

Staff gathered information from other provinces regarding programs and funding and visited demonstration schools for severely learning disabled students in British Columbia and Ontario.

The director and consultant responded to inquiries from the public regarding programs for children and adults with learning disabilities and gave a variety of workshops, in-services, and invited addresses to teachers, principals, parents, and vocational rehabilitation counsellors. Included in these were three sessions on learning disabilities as part of the Teaching Effectiveness Program, co-ordinated by the Assistant Director, Inspection Services.

Staff members also processed referrals for APSEA funding for severely learning disabled students in the province, and participated in an evaluation of programs offered to students with learning disabilities by Landmark East and Bridgeway Academy.

INTERNAL AUDITOR

## INTERNAL AUDITOR

The Internal Auditor reports to the Deputy Minister and has the responsibility to formulate and carry out an audit plan for the Department of Education. Financial, operational, and more comprehensive auditing is done, as required, to assist the department in evaluating the economy, efficiency, and effectiveness of its operation in compliance with policy.

The period under review was the second year in the existence of this (redefined) position. It was an important year for refining the ways and means of accomplishing the internal audit mandate at the Department of Education. Formalizing audit plans and working procedures was a priority.

Auditing projects were undertaken of various functions and in a number of divisions. These projects provided the opportunity for greater familiarity with the department. The additional knowledge and experience gained will have a positive effect on the quality of future work.

Some of the projects completed included:

- travel expense audit
- departmental cash receipt overview and more detailed work on cash receipts at the School Book Bureau and the Nova Scotia Teachers College
- service as a member of the team conducting the Lunenburg survey
- 1988 Shannon Francophone School Audit; report on the new school
- Museum of Industry Construction Project—submissions of claims to funders and preparation of the annual audit statement
- auditing of the Official Languages in Education Interim and Final Reports to the Secretary of State for 1987–88. (Ongoing assistance is provided to the French Language Programs section in connection with the financial administration of these programs.)

# FINANCE AND BUDGETING

## FINANCE AND BUDGETING

### RESEARCH

Research assists the department by collecting, processing, and providing reports and information on enrolments, teachers, subjects of study, finance, and student achievement in the public school system of Nova Scotia. The past 12 months have seen major changes to the student information module and to the finance module. The latter module has been rewritten and successfully moved from an outside data processing service to the mainframe at the Department of Government Services. The enrolment module has been expanded to include sub-systems on French language students, pupil withdrawals, and high school graduate information.

The revisions and expansion of the two modules will greatly enhance the Research division's ability to produce new reports. The addition of new, in-house, personal computer equipment has allowed improved reporting as well.

The Nova Scotia Achievement Tests at grade 9 and grade 12 continued over the past year and supplied information for curriculum development at the local and provincial level. New methods of presenting information in a graphic form have increased the usefulness of results and made new interpretations possible. The grade 5 level of the test has been progressing, and a sample testing was done in the fall of 1988 to allow further development and equating with the present levels of the test. A full-scale testing is planned for the spring of 1989.

The high school equivalency program (GED Tests), for which Research provides administrative services, has continued as a highly successful program. The first certificates were presented in 1969, and over 28,000 certificates have been issued. New revisions of the tests were put into use in September 1988 and include a written essay as part of the language requirement. This modification has increased even further the high acceptance of this method of evaluating academic achievement.

Research staff administers the department's role in teacher exchange. Eleven teachers were involved in the program through exchanges to the United Kingdom, United States, Australia, and three Canadian provinces.

## SCHOOL PLANNING AND CONVEYANCE

### School Planning

Six school capital projects were approved during the year under review, with a total value of $17,020,000.

| Date of Approval | Board | Project | Value |
|---|---|---|---|
| 3/8/88 | Halifax County –Bedford | Sackville High Accessibility | $500,000 |
| 13/9/88 | Halifax County –Bedford | Timberlea-Lakeside Elementary School | $4,520,000 |
| 25/10/88 | Guysborough | Guysborough High — Wall reconstruction | $750,000 |
| 1/11/88 | Halifax County –Bedford | Nelson Whynder Elementary — Addition and alterations | $2,100,000 |
| 16/11/88 | Halifax County –Bedford | Eastern Passage Elementary | $4,200,000 |
| 22/11/88 | Shelburne | Shelburne Area Elementary | $4,950,000 |

Thirteen projects were completed during 1988–89, creating the following additional instructional areas: 82 classrooms, 49 specialist areas, 8 special education classrooms, 7 libraries, and 10 gymnasia. The projects were located as follows:

| Board | School | Project |
|---|---|---|
| Clare-Argyle | Clare District High | Addition |
| Colchester–East Hants | Great Village Consolidated | New gymnasium |
| Cumberland | Amherst Junior High | New school |
| Digby | Islands Consolidated | Addition |
| Guysborough | Mulgrave Memorial | Addition |
| | St. Mary's Rural High | New school |
| Halifax County–Bedford | Millwood Elementary | New school |
| | Millwood High | New school |

| | | |
|---|---|---|
| Kings | Cornwallis | Alterations |
| | New Minas Middle | New school |
| Northside-Victoria | Sydney Mines Elementary | New gymnasium |
| | St. Joseph's Elementary (Sydney Mines) | Addition |
| | Cabot High | Addition |

The Department of Government Services carried out all planning and construction-related activities on the approved and completed projects for the Department of Education on behalf of the school boards.

Five emergency projects, with an estimated cost of $412,518, were approved in 1988–89, and seven asbestos abatement projects, with an estimated cost of $179,418, were carried out during this period.

Staff also participated in school system reviews conducted by the Department of Education, in-service training sessions conducted by district school boards for maintenance and janitorial staffs, and the organization and removal of unknown and unwanted chemicals in schools on behalf of Nova Scotia school boards.

**Conveyance**

Staff continued to be involved in conducting comprehensive conveyance system studies for school boards in an effort to improve the efficiency of school conveyance operations.

The section participated in the Nova Scotia Safety Council Conference and in the 19th Annual Pupil Transportation Conference. At the latter conference, 14 school boards and 10 contractors were presented with gold awards for achievement for their efforts in school bus transportation safety.

Other staff activities included:

- participation in school system surveys, conducted by the division of Inspection Services, and follow-up consultation with the school boards concerned;
- attendance at various management courses and seminars designed to increase knowledge of improved management techniques that have an application to school transportation systems;
- participation in in-service training sessions conducted by district school boards for conveyance staffs;

- assistance to the Atlantic Provinces Special Education Authority through the selection of conveyance for hearing and visually impaired students and co-ordination of such services with district school boards;
- participation in the co-ordination of a pilot course for school bus drivers held at the Nova Scotia Community College Shelburne Campus;
- assistance in the development of a school bus transportation system for the new Glace Bay High School. Staff also assisted with the organization of transportation services for students who will be attending the Francophone school in industrial Cape Breton.

## PUBLIC EDUCATION GRANTS AND FINANCE

The Public Education Grants and Finance division is responsible for:

- distributing global, non-global, and non-formula grants authorized in accordance with government legislation, regulations, and policies;
- collecting, analysing, and interpreting (in co-operation with the Research division) financial and operational information from district school boards in Nova Scotia to assist in decision making in funding and other policy areas; and
- performing special studies and reviews of school board financial operations and funding arrangements, as well as annual compliance audits on non-global grants to assess adherence to the regulations and policies under which such grants are disbursed.

The division is staffed by a director, audit manager, financial services officer, three audit officers (one in each of Halifax, Liverpool, and Truro), and a secretary.

The audit manager position is a new position approved and filled in 1989 as part of the strategic planning to enhance the professional expertise of the division. As well, a new incumbent in the financial services officer position was hired in early 1989. These positions will perform a key role in meeting the strategic objectives of reviewing and auditing school board operations and providing financial advice to school board financial administrators.

The division has achieved success in developing and implementing a revised approach to reviewing school board financial management practices that assesses whether public resources are being prudently managed.

Division staff participated in the financial component of the Lunenburg County District School Board survey in the fall of 1988. At the request of the Cumberland District School Board, staff of the division also undertook an in-depth audit of the spending practices and financial management of the board.

These assignments resulted in recommendations to the respective boards on ways to improve financial management practices and achieve greater value for money. As well, the division has developed guidelines and standards to assist boards in these areas that will be used as a benchmark for future reviews of other school boards.

The division also participated extensively in other reviews related to funding arrangements with district school boards.

Department of Education policies for determining district school board square footage, which are used to calculate property service grants, were reviewed. A detailed report was prepared, outlining recommendations for future property service funding.

The division undertook an in-depth review of the policies and guidelines in effect for the development and delivery of transportation services and the nature and extent of expenditures charged against the provincial transportation grants. While not complete at the time of this report, it is expected that the results will lead to improvements in funding and accounting for transportation expenditures.

The division is also committed to reviews of the non-global grants to ensure appropriate funding arrangements exist and expenditure eligibility guidelines are complete and realistic. During the year, revised funding arrangements for adult education were adopted along with revisions to the expenditure eligibility guidelines. These changes achieve a more equitable distribution of available funding and clarify the usage of the adult education grant.

The division was also pleased to participate in the redesign of the Department of Education's computerized information system. Substantial improvements were made to the financial component of the system that will enhance the quality of information available on district school board revenues and expenditures.

A significant event of this past year was an amendment to the Kings County District School Board agreement permitting the Town of Hantsport Board of School Commissioners to become part of the district school board effective January 1, 1989. With this action, all school boards had become part of district school boards as recommended by the Walker Commission in 1981.

Once again it is important to recognize the assistance and co-operation received from school board management and staff in fulfilling the responsibilities of this division.

**Financial Highlights**

The division was accountable for approximately 83.7 per cent or $544,270,800 of the total expenditures of the Department of Education in the 1988–89 fiscal year. Of this amount, approximately 96.9 per cent or $527,518,500 was disbursed to school boards.

Grants to school boards fall under two main categories. Boards may use global grants in accordance with their priorities to provide education services as required under the Education Act and Regulations, while non-global grants must be used for specific purposes.

For the calendar years 1989 and 1988, provincial formula grants (excluding capital debt payments) to school boards were as follows:

| **Global** | **1989 Budget** | **1988 Actual** |
|---|---|---|
| General Formula | $378,219,487 | $359,548,381 |
| Supplementary | 10,603,313 | 11,307,817 |
| Property Service | 66,941,314 | 65,455,678 |
| Transportation (including bus purchase grants) | 39,491,751 | 38,183,158 |
| | **495,255,865** | **474,495,034** |
| **Non-Global** | | |
| Adult Education | 2,401,636 | 2,235,676 |
| Special Education | 34,631,717 | 32,085,420 |
| Driver Education | 639,044 | 609,203 |
| Summer School | 1,018,586 | 930,454 |
| Board of Pupils | 335,784 | 282,745 |
| Capital Equipment, Repairs and Renovations | 8,681,072 | 8,183,473 |
| | 47,707,839 | 44,326,968 |
| | **$542,963,704** | **$518,822,002** |

Total revenues of school boards by source (excluding capital debt payments for 1989 and 1988) were as follows:

| | 1989 Budget | | 1988 Actual | |
|---|---|---|---|---|
| Province of Nova Scotia | $543,854,269 | 80.4% | $521,352,922 | 80.2% |
| Municipal units | 114,647,679 | 16.9% | 107,959,862 | 16.6% |
| Board-generated revenues | 18,293,685 | 2.7% | 20,573,389 | 3.2% |
| | $676,795,633 | | $649,886,173 | |

The Formula Review Committee recommended several changes to the funding arrangements, which were approved for the 1989 fiscal year.

The basis for the student count for calculating general formula grants was changed to be the average of the two years preceding the current year or the current year, whichever is higher. This change will benefit boards with higher than average enrolment declines and facilitate longer range planning.

The district board management grant was doubled from $200,000 to $400,000 annually. The transportation grant continued to be funded on the basis of 100 per cent of projected expenditures but for 1989 was limited to a maximum of 115 per cent of 1987 actual transportation operating expenditures.

The special education grant was modified to provide for a minimum grant of 70 per cent of the projected special education expenditures. A major change occurred in the manner of calculating adult education grants, which are now calculated on the basis of the number of adults 21 years of age and over living in the area served by the school board.

In addition to the above changes, the rates were increased on all formulas in accordance with the recommendations from the Formula Review Committee. Financial support to district school boards in 1989 also included a per pupil allocation at the Nova Scotia School Book Bureau, grants for emergency capital purposes, grants for asbestos removal, and grants to cover debt repayments on funded debt for approved capital projects.

Other grants administered by the division were disbursed according to special agreements or under the authority of the Minister. For the fiscal years 1988–89 and 1987–88, these grants were as follows:

| | | |
|---|---|---|
| District School Board Transportation Subsidies | $ 130,000 | $ 126,000 |
| Nova Scotia Teachers Union Group Life and Medical | 5,452,912 | 4,293,500 |
| Nova Scotia Teachers Union Professional Development Fund | 150,000 | 150,000 |
| Shannon Francophone School | 1,764,958 | 1,512,700 |
| French Language Special Projects | 527,394 | 393,800 |
| Maritime Provinces Education Foundation | 125,388 | 158,600 |
| Other Non-Formula Grants | 293,703 | 243,700 |
| | $8,444,355 | $6,878,300 |
| Grants to Atlantic Provinces Special Education Authority | $8,307,939 | $8,345,144 |

**FINANCIAL MANAGEMENT**

The Financial Management division of Finance and Budgeting consists of three sections.

The Budgeting and Special Projects section is responsible for co-ordinating the preparation and presentation of the annual budget of the department, and the monthly expenditure forecasts and special projects for senior management.

The Financial Services section is responsible for providing a centralized accounting and financial reporting function and general administrative services (for example, purchase requisition/order processing, capital asset inventory control).

The Nova Scotia School Book Bureau is responsible for the operation of a central warehouse and office for the ordering, receiving, storage, control, and distribution of all approved textbooks and learning materials.

**PERSONNEL SECTION**

The Personnel Section continues to provide instruction and advice to managers at all levels of the department on all aspects of personnel management and payroll administration as well as co-ordinating contact between the Department of Education and the Civil Service Commission, Management Board, and the Department of Finance regarding personnel matters.

The section is currently using the Civil Service Commission on-line leave recording/reporting system, which maintains the official leave and absence records of the departments and provides special reports as required for management purposes.

All personnel transactions for the Civil Service Commission are now being processed on the Human Resources Management System via a terminal in the Personnel Section. The employee database contains personnel, benefits, employment, skills, training, and compensation data for each employee. Each employee's gross salary is based upon data in the employee data base maintained by the Personnel Section, as well as on time data input.

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## SUMMARY OF STATISTICS

### 1988–89

| | 1988–89 | Increase (Decrease) from 1987–88 |
|---|---|---|
| **School Boards** (1988–89 Academic Year)[1] | | |
| Number of boards, Septemberf 30 | 22 | 0 |
| Number of schools, September 30 | 528 | (4) |
| Teachers, September 30 | 10,856 | 148 |
| Pupils, September 30 | 167,600 | (1,874) |
| Elementary (P–6, plus special education) | 87,061 | (691) |
| Junior high (7–9, plus special education) | 40,916 | (980) |
| Senior high (10–12, plus special education, vocational, and business education) | 39,623 | (203) |
| Pupil/teacher ratio (full time equivalence) | 15.8 | (0.4) |
| Average class size | 21.98 | (0.2) |
| **Expenditures on Public School Education** (1988 Calendar Year)[2] | | |
| Municipal contribution | $108,182,330 | $4,691,062 |
| Other board revenues | 24,126,642 | 2,638,728 |
| Provincial grants (operating and capital) | 560,001,586 | 27,729,047 |
| Total expenditures | 692,310,558 | 35,058,837 |
| Per capita expenditure[3] | 783 | 30 |
| Per pupil expenditure[4] | 4,101 | 223 |
| Percentage of provincial grants to total school board expenditures | 80.9% | (0.1%) |

[1]Does not include community colleges operated by the Department of Advanced Education and Job Training.

[2]Expenditures as reported in school boards' financial statements and records of the Department of Education.

[3]Based on estimated total population of Nova Scotia.

[4]Total school board expenditure less adult education.

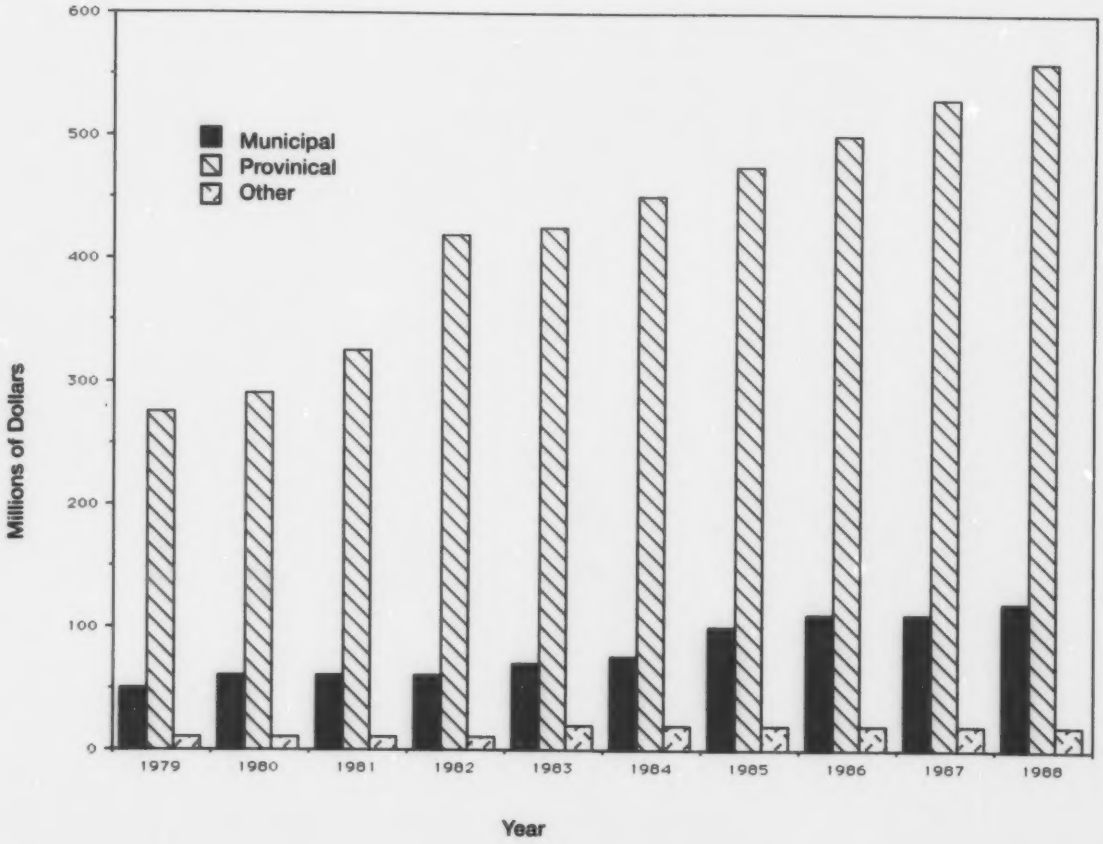
## SUMMARY OF GRANTS TO SCHOOL BOARDS AND CALCULATION OF COST PER PUPIL 1978–1988

| Calendar Year | Number Teachers Sept. 30 | Enrolment Sept. 30 | Provincial Grants | Municipal Appropriations | Other Board Revenues* | Total Funding | Expenditure Per Pupil** |
|---|---|---|---|---|---|---|---|
| 1978 | 11,101 | 194,070 | 247,727,148 | 65,699,052 | 9,296,900 | 322,723,100 | 1,663 |
| 1979 | 11,072 | 189,258 | 269,852,270 | 69,728,230 | 12,070,200 | 351,650,700 | 1,858 |
| 1980 | 11,016 | 185,585 | 292,324,141 | 82,810,059 | 15,211,100 | 390,345,300 | 2,103 |
| 1981 | 11,000 | 181,685 | 352,634,185 | 82,461,345 | 13,356,832 | 448,452,362 | 2,468 |
| 1982 | 10,961 | 179,302 | 410,045,141 | 80,364,343 | 13,367,676 | 503,777,160 | 2,810 |
| 1983 | 10,770 | 177,240 | 447,930,131 | 85,679,306 | 20,474,781 | 554,084,218 | 3,126 |
| 1984 | 10,814 | 175,182 | 468,628,745 | 88,593,439 | 20,451,694 | 577,673,878 | 3,298 |
| 1985 | 10,751 | 172,614 | 490,848,165 | 96,924,005 | 22,685,653 | 610,457,823 | 3,537 |
| 1986 | 10,664 | 170,868 | 501,952,315 | 102,994,432 | 24,197,016 | 629,143,763 | 3,682 |
| 1987 | 10,708 | 169,478 | 532,272,539 | 103,491,268 | 21,487,914 | 657,251,721 | 3,878 |
| 1988 | 10,856 | 167,600 | 560,001,586 | 108,182,330 | 24,126,642 | 692,310,558 | 4,101 |

* Other board revenues include board-generated operating revenue (e.g., rental of facilities, investment income), federal revenue (e.g., DND payments, French programs), tax rebates, payments from other boards, and revenue from reserves or prior surplus.

** Excludes the cost of adult education at the school board level.

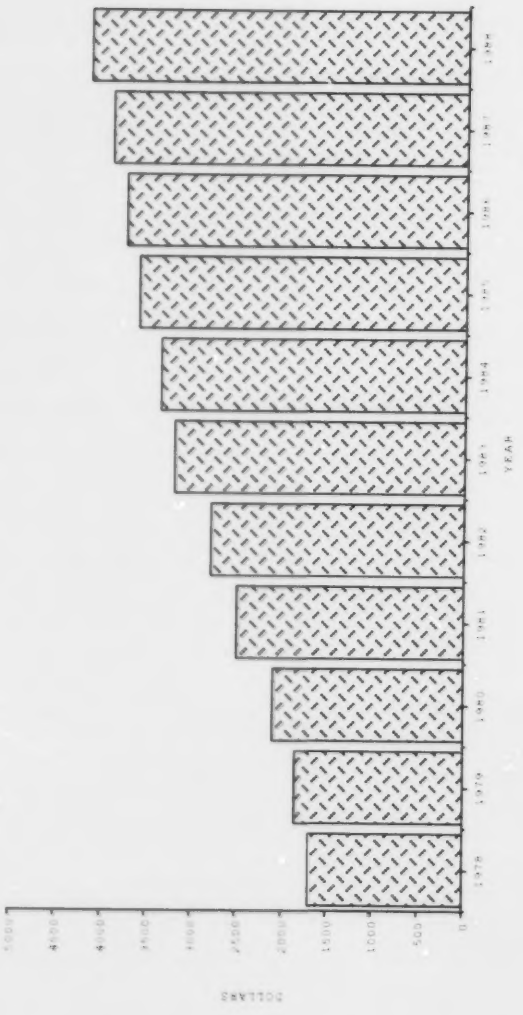
## SCHOOL BOARD FUNDING: 1979–88




"Other" includes board-generated revenue, federal revenue, tax rebates, income from other boards, and revenue from reserves.

**SCHOOL BOARD EXPENDITURES**
**1988 CALENDAR YEAR**

**TOTAL EXPENDITURES PER PUPIL*
1979–1988**




*Includes costs for operating and capital.

## DEPARTMENT OF EDUCATION
## SUMMARY OF OPERATING EXPENDITURES*
## FOR THE PERIOD APRIL 1, 1988 TO MARCH 31, 1989

| | | |
|---|---|---|
| Senior Management | | $ 891,275 |
| Grants and Assistance | | |
| Education Grants | $575,294,250 | |
| NS School Book Bureau | 6,001,838 | |
| NS Museum | 2,519,360 | |
| Regional Public Libraries | 6,248,600 | |
| Student Aid – Bursary Program | (506) | |
| | | 590,063,542 |
| Finance and Budgeting | | 2,570,665 |
| Curriculum Development | | 5,977,953 |
| Education Resource Services | | 6,776,052 |
| Inspection Services | | 1,217,615 |
| Program Services | | 724,490 |
| Teachers' Pensions | | 30,364,879 |
| **Total Expenditures** | | **$ 638,586,471** |

* All figures are net of revenue and less chargeable.

**NOTE:** In addition to operating expenditure, total capital grants to district school boards and capital expenditures by the Department of Education were $10,819,118.

## ENROLMENTS BY AGE, GRADE, AND SEX
## PROVINCIAL SUMMARY, September 30, 1988

| Grade | | 5 and Under | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 and Over | Total Students |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Primary | M | 6,141 | 391 | 7 | | | | | | | | | | | | | | | M 6,539 |
| | F | 5,868 | 186 | 1 | | | | | | | | | | | | | | | F 6,055 |
| | T | 12,009 | 577 | 8 | | | | | | | | | | | | | | | T 12,594 |
| Grade 1 | M | 68 | 5,667 | 625 | 23 | | | | | | | | | | | | | | M 6,383 |
| | F | 37 | 5,498 | 374 | 1 | | | | | | | | | | | | | | F 5,923 |
| | T | 105 | 11,165 | 999 | 37 | | | | | | | | | | | | | | T 12,306 |
| Grade 2 | M | | 55 | 5,190 | 928 | 49 | 2 | | | | | | | | | | | | M 6,224 |
| | F | | 63 | 5,446 | 488 | 26 | | | | | | | | | | | | | F 6,023 |
| | T | | 118 | 10,636 | 1,416 | 75 | 2 | | | | | | | | | | | | T 12,247 |
| Grade 3 | M | | 1 | 74 | 5,120 | 1,025 | 104 | 4 | 1 | 1 | | | | | | | | | M 6,330 |
| | F | | | 98 | 5,333 | 645 | 54 | 4 | 1 | | | | | | | | | | F 6,135 |
| | T | | 1 | 172 | 10,453 | 1,670 | 158 | 8 | 2 | 1 | | | | | | | | | T 12,465 |
| Grade 4 | M | | | | 99 | 4,920 | 1,129 | 176 | 12 | | | | | | | | | | M 6,336 |
| | F | | | | 128 | 5,144 | 606 | 85 | 5 | | | | | | | | | | F 5,968 |
| | T | | | | 227 | 10,064 | 1,735 | 261 | 17 | | | | | | | | | | T 12,304 |
| Grade 5 | M | | | | | 111 | 4,629 | 1,177 | 219 | 13 | 1 | | | | | | | | M 6,150 |
| | F | | | | 2 | 208 | 4,949 | 649 | 98 | 7 | 1 | | | 1 | | | | | F 5,915 |
| | T | | | | 2 | 319 | 9,578 | 1,826 | 317 | 20 | 2 | | | 1 | | | | | T 12,065 |
| Grade 6 | M | | | | | 1 | 126 | 4,612 | 1,250 | 263 | 16 | 2 | | 1 | | | | | M 6,271 |
| | F | | | | | 2 | 194 | 4,902 | 745 | 123 | 8 | 2 | | | | | | | F 5,976 |
| | T | | | | | 3 | 320 | 9,514 | 1,995 | 386 | 24 | 4 | | 1 | | | | | T 12,247 |
| Elem EMH | M | 1 | 11 | 16 | 23 | 43 | 49 | 50 | 37 | 16 | 6 | 2 | | | | | | | M 254 |
| | F | | 4 | 9 | 25 | 22 | 33 | 22 | 40 | 11 | | | | | | | 1 | | F 167 |
| | T | 1 | 15 | 25 | 48 | 65 | 82 | 72 | 77 | 27 | 6 | 2 | | | | | 1 | | T 421 |
| Elem TMH | M | 3 | 5 | 4 | 7 | 12 | 10 | 16 | 9 | 12 | 5 | 4 | 2 | 5 | 4 | 2 | | 1 | M 101 |
| | F | 2 | 2 | 8 | 10 | 6 | 5 | 3 | 5 | 7 | 5 | 6 | 2 | 5 | 2 | 1 | 1 | 1 | F 73 |
| | T | 5 | 7 | 12 | 17 | 20 | 15 | 19 | 14 | 19 | 10 | 10 | 4 | 10 | 6 | 3 | 1 | 2 | T 174 |
| Elem Other | M | 3 | 12 | 8 | 12 | 14 | 22 | 22 | 38 | 18 | 5 | 1 | 4 | | 1 | | | | M 160 |
| | F | 7 | 3 | 7 | 7 | 16 | 11 | 8 | 7 | 4 | 5 | 1 | 2 | | | | | | F 78 |
| | T | 10 | 15 | 15 | 19 | 30 | 33 | 30 | 45 | 22 | 10 | 2 | 6 | | 1 | | | | T 238 |
| Elementary | M | 6,216 | 6,142 | 5,924 | 6,212 | 6,175 | 6,071 | 6,057 | 1,566 | 323 | 33 | 9 | 6 | 6 | 5 | 2 | | 1 | M 44,748 |
| Sub-Total | F | 5,914 | 5,756 | 5,943 | 6,007 | 6,071 | 5,852 | 5,673 | 901 | 152 | 19 | 9 | 4 | 6 | 2 | 1 | 2 | 1 | F 42,313 |
| | T | 12,130 | 11,891 | 1,1867 | 12,219 | 12,246 | 11,923 | 11,730 | 2,467 | 475 | 52 | 18 | 10 | 12 | 7 | 3 | 2 | 2 | T 87,061 |

**KEY**

Elem—Elementary
JR—Junior
SH—Senior
EMH—Educable Mentally Handicapped
TMH—Trainable Mentally Handicapped
Other—Other Special Education
BE—Business Education
VOC—Vocational Programs operated by district

## ENROLMENTS BY AGE, GRADE, AND SEX
## PROVINCIAL SUMMARY, September 30, 1988
(Continued)

| Grade | | 5 and Under | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 and Over | | Total Students |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade 7 | M | | | | | | 1 | 167 | 4,754 | 1,585 | 585 | 109 | 10 | 1 | 4 | | | | M | 7,216 |
| | F | | | | | | 1 | 222 | 4,898 | 926 | 279 | 63 | 7 | 1 | 2 | | | | F | 6,399 |
| | T | | | | | | 2 | 389 | 9,652 | 2,511 | 864 | 172 | 17 | 2 | 6 | | | | T | 13,165 |
| Grade 8 | M | | | | | | | | 168 | 4,395 | 1,467 | 698 | 153 | 20 | 7 | 1 | 1 | 1 | M | 6,911 |
| | F | | | | | | | 1 | 230 | 4,742 | 1,039 | 382 | 82 | 18 | 1 | 1 | | | F | 6,496 |
| | T | | | | | | | 1 | 398 | 9,137 | 2,506 | 1,080 | 235 | 38 | 8 | 2 | 1 | 1 | T | 13,407 |
| Grade 9 | M | | | | | | | | 2 | 160 | 4,050 | 1,577 | 749 | 192 | 48 | 5 | 1 | 1 | M | 6,785 |
| | F | | | | | | | | 11 | 218 | 4,600 | 1,104 | 434 | 98 | 19 | 2 | 5 | 2 | F | 6,483 |
| | T | | | | | | | | 3 | 378 | 8,650 | 2,681 | 1,183 | 290 | 67 | 7 | 6 | 3 | T | 13,268 |
| Jr. EMH | M | | | | | 1 | | 2 | 14 | 32 | 50 | 46 | 10 | 3 | 2 | 1 | | | M | 161 |
| | F | | | | | | | | 6 | 19 | 33 | 19 | 4 | 4 | | 4 | 2 | | F | 91 |
| | T | | | | | 1 | | 2 | 20 | 51 | 83 | 65 | 14 | 7 | 2 | 5 | 2 | | T | 252 |
| Jr. TMH | M | | 1 | | 1 | | | 1 | 4 | 12 | 4 | 10 | 15 | 5 | 5 | 3 | 7 | 2 | M | 70 |
| | F | | | | 1 | | | | 1 | 11 | 9 | 6 | 8 | 2 | 4 | | 1 | 1 | F | 44 |
| | T | | 1 | | 2 | | | 1 | 5 | 23 | 13 | 16 | 23 | 7 | 9 | 3 | 8 | 3 | T | 114 |
| Jr. Other | M | | | | | | 1 | | 6 | 33 | 45 | 34 | 21 | 7 | 8 | 3 | 4 | 15 | M | 177 |
| | F | | | | | | | | 5 | 15 | 10 | 27 | 11 | 6 | 5 | 1 | 2 | 1 | F | 83 |
| | T | | | | | | 1 | | 11 | 48 | 55 | 61 | 32 | 13 | 13 | 4 | 6 | 16 | T | 260 |
| Junior Level Sub-Total | M | | 1 | | 1 | 1 | 2 | 170 | 4,948 | 6,217 | 6,201 | 2,474 | 958 | 228 | 74 | 13 | 13 | 19 | M | 21,320 |
| | F | | | | 1 | | 1 | 223 | 5,141 | 5,931 | 5,970 | 1,601 | 546 | 129 | 31 | 8 | 10 | 4 | F | 19,596 |
| | T | | 1 | | 2 | 1 | 3 | 393 | 10,089 | 12,148 | 12,171 | 4,075 | 1,504 | 357 | 105 | 21 | 23 | 23 | T | 40,916 |
| Grade 10 | M | | | | | | | | | | 180 | 3,932 | 1,632 | 862 | 310 | 63 | 26 | 11 | M | 7,016 |
| | F | | | | | | | | | 3 | 223 | 4,568 | 1,174 | 531 | 156 | 61 | 17 | 23 | F | 6,756 |
| | T | | | | | | | | | 3 | 403 | 8,500 | 2,806 | 1,393 | 466 | 124 | 43 | 34 | T | 13,772 |
| Grade 11 | M | | | | | | | | | | 4 | 169 | 3,460 | 1,381 | 568 | 206 | 46 | 18 | M | 5,852 |
| | F | | | | | | | | | | | 244 | 4,206 | 1,117 | 361 | 93 | 16 | 29 | F | 6,066 |
| | T | | | | | | | | | | 4 | 413 | 7,666 | 2,498 | 929 | 299 | 62 | 47 | T | 11,918 |
| Grade 12 | M | | | | | | | | | | | 3 | 216 | 3,278 | 1,511 | 491 | 127 | 56 | M | 5,682 |
| | F | | | | | | | | | | | 2 | 252 | 4,173 | 1,178 | 359 | 95 | 93 | F | 6,152 |
| | T | | | | | | | | | | | 5 | 468 | 7,451 | 2,689 | 850 | 222 | 149 | T | 11,834 |

## ENROLMENTS BY AGE, GRADE, AND SEX
## PROVINCIAL SUMMARY, September 30, 1988
(Continued)

| Grade | | 5 and Under | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 and Over | | Total Students |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Senior | M | | | | | | | | | | | | | 5 | 5 | 1 | | 2 | M | 13 |
| Bus. Ed. | F | | | | | | | | | | | | 1 | 38 | 58 | 28 | 16 | 68 | F | 209 |
| | T | | | | | | | | | | | | 1 | 43 | 63 | 29 | 16 | 70 | T | 222 |
| Sr. EMH | M | | | | | | | | | | 2 | 11 | 26 | 26 | 15 | 13 | 7 | | M | 100 |
| | F | | | | | | | | | | 2 | 3 | 10 | 11 | 15 | 11 | | | F | 52 |
| | T | | | | | | | | | | 4 | 14 | 36 | 37 | 30 | 24 | 7 | | T | 152 |
| Sr. TMH | M | | | | | | | | | 1 | 1 | 4 | 3 | 6 | 4 | 6 | 9 | 1 | M | 35 |
| | F | | | | | | | | | | | 2 | 2 | 8 | 5 | 5 | 4 | 3 | F | 29 |
| | T | | | | | | | | | 1 | 1 | 6 | 5 | 14 | 9 | 11 | 13 | 4 | T | 64 |
| Sr. Other | M | | | | | | | | | | | 7 | 30 | 25 | 33 | 17 | 11 | 7 | M | 130 |
| | F | | | | | | | | | | 1 | 5 | 18 | 13 | 9 | 11 | 6 | | F | 63 |
| | T | | | | | | | | | | 1 | 12 | 48 | 38 | 42 | 28 | 17 | 7 | T | 193 |
| Senior Level | | | | | | | | | | | | | | | | | | | | |
| Sub-Total | M | | | | | | | | | 1 | 187 | 4,126 | 5,367 | 5,383 | 2,446 | 797 | 226 | 95 | M | 18,828 |
| | F | | | | | | | | | 3 | 226 | 4,824 | 5,663 | 5,891 | 1,782 | 568 | 154 | 216 | F | 19,327 |
| | T | | | | | | | | | 4 | 413 | 8,950 | 11,030 | 11,474 | 4,228 | 1,365 | 380 | 311 | T | 38,155 |
| Voc 1 | M | | | | | | | | | | | 33 | 30 | 64 | 91 | 85 | 38 | 64 | M | 405 |
| | F | | | | | | | | | | | 2 | 13 | 35 | 72 | 63 | 28 | 110 | F | 323 |
| | T | | | | | | | | | | | 35 | 43 | 99 | 163 | 148 | 66 | 174 | T | 728 |
| Voc. 2 | M | | | | | | | | | | | | 23 | 41 | 38 | 66 | 30 | 45 | M | 243 |
| | F | | | | | | | | | | | | 16 | 16 | 14 | 15 | 10 | 13 | F | 84 |
| | T | | | | | | | | | | | | 39 | 57 | 52 | 81 | 40 | 58 | T | 327 |
| Voc. 3 | M | | | | | | | | | | | | 1 | 30 | 21 | 13 | 2 | 1 | M | 68 |
| | F | | | | | | | | | | | | 1 | 18 | 19 | 8 | 5 | | F | 51 |
| | T | | | | | | | | | | | | 2 | 48 | 40 | 21 | 7 | 1 | T | 119 |
| Voc. Other | M | | | | | | | | | | 1 | 42 | 77 | 54 | 21 | 6 | 1 | | M | 202 |
| | F | | | | | | | | | | | 23 | 36 | 23 | 6 | 3 | 1 | | F | 92 |
| | T | | | | | | | | | | 1 | 65 | 113 | 77 | 27 | 9 | 2 | | T | 294 |
| District Vocational* | | | | | | | | | | | | | | | | | | | | |
| Sub-Total | M | | | | | | | | | | 1 | 75 | 131 | 189 | 171 | 170 | 71 | 110 | M | 918 |
| | F | | | | | | | | | | | 25 | 66 | 92 | 111 | 89 | 44 | 123 | F | 550 |
| | T | | | | | | | | | | 1 | 100 | 197 | 281 | 282 | 259 | 115 | 233 | T | 1,468 |
| District Boards | | | | | | | | | | | | | | | | | | | | |
| Total | M | 6,216 | 6,143 | 5,924 | 6,213 | 6,176 | 6,073 | 6,227 | 6,514 | 6,541 | 6,422 | 6,684 | 6,462 | 6,006 | 2,696 | 982 | 310 | 225 | M | 85,814 |
| | F | 5,914 | 5,756 | 5,943 | 6,008 | 6,071 | 5,853 | 5,896 | 6,042 | 6,086 | 6,215 | 6,459 | 6,279 | 6,118 | 1,926 | 666 | 210 | 344 | F | 81,786 |
| | T | 12,130 | 11,899 | 11,867 | 12,221 | 12,247 | 11,926 | 12,123 | 12,556 | 12,627 | 12,637 | 13,143 | 12,741 | 12,124 | 4,622 | 1,648 | 520 | 569 | T | 167,600 |

*Does not include enrolments in community colleges operated by the Department of Advanced Education and Job Training.

## ENROLMENTS BY SCHOOL BOARD*
## 1979-80 TO 1988-89

| SCHOOL BOARD | 79/80 | 80/81 | 81/82 | 82/83 | 83/84 | 84/85 | 85/86 | 86/87 | 87/88 | 88/89 |
|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 4,694 | 4,643 | 4,501 | 4,496 | 4,396 | 4,327 | 4,219 | 4,220 | 4,181 | 4,116 |
| Antigonish | 4,911 | 4,901 | 4,900 | 4,842 | 4,861 | 4,826 | 4,783 | 4,753 | 4,660 | 4,646 |
| Cape Breton | 24,119 | 23,441 | 22,909 | 22,371 | 21,928 | 21,323 | 20,768 | 20,306 | 20,066 | 19,652 |
| Clare-Argyle | 3,946 | 3,848 | 3,722 | 3,665 | 3,554 | 3,459 | 3,344 | 3,285 | 3,240 | 3,200 |
| Colchester-E. Hants | 13,573 | 13,268 | 13,266 | 13,257 | 13,245 | 13232 | 13,210 | 13,284 | 13,317 | 13119 |
| Cumberland | 7,641 | 7,418 | 7,238 | 7,167 | 6,983 | 6,843 | 6,641 | 6,546 | 6,412 | 6,205 |
| Dartmouth | 14,298 | 13,620 | 13,073 | 12,541 | 12,088 | 11,823 | 11,443 | 11,389 | 11,201 | 11,073 |
| Digby | 2,686 | 2,664 | 2,600 | 2,533 | 2,526 | 2,501 | 2,477 | 2,326 | 2,261 | 2175 |
| Guysborough | 3,071 | 3,050 | 3,048 | 2,989 | 2,951 | 2,878 | 2,740 | 2,708 | 2,678 | 2,598 |
| Halifax | 18,798 | 18,156 | 17,348 | 16,902 | 16,540 | 15,958 | 15,430 | 14,929 | 14,713 | 14,395 |
| Halifax Co-Bedford | 27,262 | 27,239 | 27,220 | 27,363 | 27,608 | 27,924 | 28,186 | 28,607 | 29,049 | 29,426 |
| Hants West | 3,916 | 3,884 | 3,701 | 3,616 | 3,605 | 3,648 | 3,714 | 3,661 | 3,680 | 3,615 |
| Inverness | 5,673 | 5,561 | 5,440 | 5,383 | 5,194 | 5,150 | 5,070 | 4,942 | 4,841 | 4,780 |
| Kings | 11,476 | 11,334 | 11,107 | 11,060 | 11,165 | 11,060 | 11,141 | 11,060 | 10,969 | 10,835 |
| Lunenburg | 8,943 | 8,837 | 8,752 | 8,714 | 8,644 | 8,689 | 8,537 | 8,520 | 8,394 | 8,326 |
| Northside-Victoria | 8,891 | 8,701 | 8,445 | 8,203 | 7,950 | 7,759 | 7,596 | 7,406 | 7,282 | 7,231 |
| Pictou | 11,303 | 11,352 | 11,153 | 11,138 | 11,080 | 11,008 | 10,831 | 10,746 | 10,620 | 10,547 |
| Queens | 2,875 | 2,786 | 2,728 | 2,696 | 2,704 | 2,670 | 2,648 | 2,607 | 2,529 | 2,413 |
| Richmond | 3,361 | 3,250 | 3,104 | 3,055 | 3,034 | 2,961 | 2,855 | 2,719 | 2,614 | 2,489 |
| Shelburne | 3,677 | 3,624 | 3,588 | 3,547 | 3,477 | 3,457 | 3,380 | 3,274 | 3,245 | 3,182 |
| Yarmouth | 3,820 | 3,690 | 3,545 | 3,486 | 3,435 | 3,418 | 3,337 | 3,318 | 3,283 | 3,283 |
| Hantsport | 324 | 318 | 297 | 278 | 272 | 268 | 264 | 262 | 243 | 214 |
| **Provincial Totals** | **189,258** | **185,585** | **181,685** | **179,302** | **177,240** | **175,182** | **172,614** | **170,868** | **169,478** | **167,600** |

* For the years prior to the formation of the district school boards, the figures represent the total enrolments in the areas now served by the district boards.

## PUPIL/TEACHER RATIO BY SCHOOL BOARD*
## 1980-81 TO 1988-89

| School Board | 80/81 | 81/82 | 82/83 | 83/84 | 84/85 | 85/86 | 86/87 | 87/88 | 88/89 |
|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 17.2 | 16.5 | 16.6 | 16.4 | 16.1 | 16.6 | 17.5 | 16.7 | 16.3 |
| Antigonish | 17.6 | 17.6 | 17.7 | 17.9 | 17.4 | 17.3 | 17.0 | 16.3 | 16.4 |
| Cape Breton | 17.6 | 17.3 | 17.2 | 17.4 | 16.9 | 16.7 | 16.9 | 16.8 | 16.5 |
| Clare-Argyle | 17.0 | 16.5 | 16.0 | 15.4 | 15.1 | 15.6 | 15.3 | 14.9 | 14.5 |
| Colchester-E. Hants | 18.5 | 18.5 | 18.0 | 17.9 | 17.7 | 17.7 | 17.7 | 17.6 | 16.8 |
| Cumberland | 17.2 | 16.8 | 17.0 | 17.5 | 17.2 | 17.0 | 16.8 | 16.6 | 16.0 |
| Dartmouth | 16.3 | 16.2 | 15.3 | 15.0 | 15.2 | 15.1 | 15.5 | 15.0 | 14.6 |
| Digby | 16.5 | 16.0 | 15.8 | 16.4 | 16.5 | 16.2 | 15.3 | 15.4 | 14.8 |
| Guysborough | 16.2 | 16.2 | 16.0 | 15.5 | 15.2 | 15.2 | 15.5 | 15.3 | 14.6 |
| Halifax | 14.1 | 13.8 | 13.7 | 14.1 | 13.5 | 13.4 | 13.3 | 13.4 | 13.3 |
| Halifax Co-Bedford | 17.0 | 16.7 | 16.9 | 17.4 | 17.2 | 16.9 | 16.9 | 16.8 | 16.3 |
| Hants West | 18.6 | 18.2 | 17.3 | 17.5 | 18.0 | 17.8 | 17.1 | 16.8 | 16.4 |
| Inverness | 16.1 | 15.4 | 15.9 | 16.0 | 16.0 | 16.3 | 16.2 | 15.8 | 15.5 |
| Kings | 17.2 | 17.1 | 16.9 | 17.0 | 16.7 | 16.8 | 16.8 | 16.3 | 15.7 |
| Lunenburg | 18.5 | 18.1 | 17.7 | 17.6 | 17.8 | 17.4 | 17.8 | 17.4 | 17.0 |
| Northside-Victoria | 17.3 | 17.2 | 16.7 | 16.8 | 16.7 | 16.5 | 16.5 | 16.6 | 16.3 |
| Pictou | 19.6 | 19.3 | 18.0 | 17.6 | 17.3 | 17.4 | 17.1 | 16.9 | 16.9 |
| Queens | 18.6 | 18.6 | 18.0 | 17.4 | 17.4 | 16.7 | 16.7 | 16.5 | 15.3 |
| Richmond | 14.8 | 14.1 | 14.5 | 15.6 | 15.6 | 15.2 | 14.5 | 14.1 | 13.5 |
| Shelburne | 17.7 | 17.7 | 17.7 | 17.2 | 17.9 | 17.4 | 17.1 | 17.6 | 17.9 |
| Yarmouth | 18.3 | 17.8 | 16.9 | 17.4 | 17.5 | 17.2 | 17.9 | 17.7 | 17.3 |
| Hantsport | 17.3 | 18.1 | 15.1 | 15.6 | 15.4 | 15.2 | 15.1 | 14.2 | 13.0 |
| **Provincial Totals** | **17.0** | **16.8** | **16.5** | **16.7** | **16.5** | **16.4** | **16.4** | **16.2** | **15.8** |

* For the years prior to the formation of the district school boards, the figures represent the ratios in the areas now served by the district board.

## TEACHERS BY CERTIFICATE AND YEARS OF SERVICE*

**September 30, 1988**

| | | Teaching Year | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Certificate** | **Total** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **Max** |
| TC 8 | 449 | 4 | 1 | | | 3 | | 3 | 1 | 2 | 6 | 429 |
| TC 7 | 1,387 | 2 | 4 | 4 | 4 | 1 | 6 | 19 | 11 | 16 | 28 | 1,292 |
| TC 6 | 3,628 | 19 | 21 | 8 | 21 | 36 | 39 | 68 | 95 | 109 | 118 | 3,094 |
| TC 5 | 4,196 | 193 | 164 | 149 | 142 | 142 | 117 | 146 | 156 | 155 | 162 | 2,670 |
| TC 4 | 731 | 26 | 19 | 17 | 19 | 27 | 32 | 31 | 24 | 29 | | 507 |
| TC 3 | 211 | | 1 | | 1 | 3 | | 1 | 4 | | | 201 |
| TC 2 | 88 | | | | | | | | | | | 88 |
| TC 1 | 9 | | | | | | | | | | | 9 |
| Permit | 4 | 3 | | | | | | | | | | 1 |
| VTC IV | 27 | | | | | | | 1 | | | 1 | 25 |
| VTC III | 14 | | | | | | | 1 | 1 | | 1 | 11 |
| VTC II | 44 | | | | 1 | 3 | 2 | 3 | 2 | 3 | 1 | 29 |
| VTC I | 1 | | | | | | | | | | | 1 |
| VTP A | 11 | 3 | 4 | 3 | | | | | | | | 1 |
| No Cert. | 4 | 4 | | | | | | | | | | |
| Expired | 52 | 7 | 11 | 18 | 3 | 3 | 3 | 2 | 1 | | 2 | 2 |
| **Total** | 10,856 | 261 | 225 | 199 | 191 | 218 | 199 | 275 | 295 | 314 | 319 | 8,360 |

* Excludes the following teaching positions: sabbatical leave, Department of National Defence, substitutes, Term B and C, leave of absence, educational leave, and sick leave.

## TEACHERS BY CERTIFICATE AND BY BOARD

### September 30, 1988

| School Board | Total | TC8 | TC7 | TC6 | TC5 | TC4 | TC3 | TC2 | TC1 | Permit | Exch Agmt* | VTC4 | VTC3 | VRC2 | VTC1 | VPA | Exp'd |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 263 | 2 | 14 | 91 | 117 | 24 | 9 | 4 | 1 | | 1 | | | | | | |
| Antigonish | 285 | 11 | 47 | 93 | 107 | 19 | 4 | 1 | | | | | | | | | 3 |
| Cape Breton | 1,202 | 88 | 180 | 484 | 356 | 56 | 26 | 12 | | | | | | | | | |
| Clare-Argyle | 225 | 2 | 30 | 62 | 103 | 19 | 6 | 3 | | | | | | | | | |
| Col.-E.Hants | 793 | 25 | 81 | 261 | 316 | 68 | 11 | 1 | | | | 10 | 3 | 12 | | 2 | 3 |
| Cumberland | 408 | 9 | 22 | 103 | 200 | 45 | 14 | 8 | | | 1 | | | 2 | | | 4 |
| Dartmouth | 783 | 42 | 127 | 282 | 282 | 33 | 9 | | 1 | 1 | | | | 2 | | | 4 |
| Digby | 150 | 1 | 14 | 40 | 71 | 20 | 3 | | | | | | | 1 | | | |
| Guysborough | 178 | 2 | 20 | 56 | 68 | 21 | 3 | 4 | | | | | 1 | 2 | | | 1 |
| Halifax | 1,121 | 101 | 217 | 388 | 355 | 30 | 11 | 3 | 2 | | | 1 | 2 | 3 | | 1 | 7 |
| Hfx.Co.-Bed. | 1,852 | 65 | 252 | 637 | 753 | 89 | 28 | 9 | 1 | | 1 | 1 | 3 | 1 | | 1 | 11 |
| Hants West | 228 | 7 | 25 | 65 | 107 | 17 | 1 | 4 | 1 | | | | | | | | 1 |
| Inverness | 310 | 10 | 27 | 114 | 127 | 18 | 5 | 7 | | | | | | | | | 2 |
| Kings | 724 | 18 | 89 | 215 | 300 | 45 | 6 | 5 | | 2 | 3 | 9 | 4 | 14 | | 5 | 9 |
| Lunenburg | 512 | 10 | 49 | 159 | 203 | 62 | 23 | 1 | 1 | | 1 | | | | | | 3 |
| N'side-Victoria | 446 | 21 | 51 | 149 | 142 | 34 | 18 | 12 | 1 | | | 6 | 1 | 6 | 1 | 2 | 2 |
| Pictou | 636 | 16 | 69 | 211 | 272 | 47 | 11 | 6 | | | | | | | | | 4 |
| Queens | 164 | 6 | 16 | 41 | 76 | 18 | 3 | 2 | | | | | | | | | 2 |
| Richmond | 184 | 6 | 23 | 62 | 66 | 15 | 8 | 3 | | 1 | | | | | | | |
| Shelburne | 180 | 5 | 20 | 40 | 86 | 22 | 4 | 2 | | | | | | 1 | | | |
| Yarmouth | 193 | 1 | 11 | 64 | 81 | 26 | 8 | 1 | 1 | | | | | | | | |
| Hantsport | 19 | | 2 | 7 | 7 | 3 | | | | | | | | | | | |
| **Prov. Total** | 10,856 | 448 | 1,386 | 3,624 | 4,195 | 731 | 211 | 88 | 9 | 4 | 7 | 27 | 14 | 44 | 1 | 11 | 56 |

* "Exch agmt": These are teachers on exchange arrangements

## TEACHERS BY CERTIFICATE FOR SELECTED YEARS

## NUMBER OF TEACHERS BY BOARD*
## 1979-80 TO 1988-89

| School Board | 79/80 | 80/81 | 81/82 | 82/83 | 83/84 | 84/85 | 85/86 | 86/87 | 87/88 | 88/89 |
|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 284 | 280 | 279 | 274 | 274 | 273 | 261 | 247 | 259 | 263 |
| Antigonish | 280 | 279 | 279 | 274 | 271 | 277 | 277 | 280 | 288 | 285 |
| Cape Breton | 1,354 | 1,335 | 1,330 | 1,301 | 1,265 | 1,274 | 1,253 | 1,218 | 1,212 | 1,202 |
| Clare-Argyle | 235 | 227 | 228 | 231 | 233 | 229 | 216 | 218 | 221 | 225 |
| Colchester-E. Hants | 725 | 720 | 728 | 743 | 748 | 754 | 753 | 763 | 770 | 793 |
| Cumberland | 439 | 438 | 438 | 425 | 404 | 407 | 400 | 403 | 398 | 408 |
| Dartmouth | 884 | 848 | 827 | 838 | 825 | 801 | 780 | 762 | 771 | 783 |
| Digby | 159 | 161 | 163 | 160 | 154 | 152 | 153 | 154 | 149 | 150 |
| Guysborough | 188 | 188 | 189 | 187 | 190 | 190 | 182 | 177 | 177 | 178 |
| Halifax | 1,335 | 1,319 | 1,274 | 1,254 | 1,194 | 1,206 | 1,178 | 1,149 | 1,131 | 1,121 |
| Halifax Co.-Bedford | 1,573 | 1,623 | 1,661 | 1,642 | 1,606 | 1,654 | 1,707 | 1,733 | 1,774 | 1,852 |
| Hants West | 215 | 209 | 205 | 210 | 207 | 205 | 214 | 221 | 226 | 228 |
| Inverness | 349 | 351 | 357 | 343 | 327 | 324 | 315 | 307 | 310 | 310 |
| Kings | 671 | 664 | 664 | 667 | 675 | 695 | 698 | 694 | 704 | 724 |
| Lunenburg | 477 | 486 | 494 | 505 | 506 | 503 | 507 | 497 | 498 | 512 |
| Northside-Victoria | 509 | 505 | 492 | 491 | 477 | 468 | 465 | 453 | 443 | 446 |
| Pictou | 588 | 584 | 593 | 625 | 639 | 645 | 631 | 637 | 641 | 636 |
| Queens | 151 | 150 | 149 | 151 | 157 | 155 | 159 | 162 | 156 | 164 |
| Richmond | 224 | 220 | 221 | 211 | 194 | 190 | 188 | 188 | 186 | 184 |
| Shelburne | 208 | 207 | 205 | 201 | 204 | 195 | 196 | 193 | 185 | 180 |
| Yarmouth | 206 | 203 | 206 | 209 | 202 | 199 | 200 | 189 | 188 | 193 |
| Hantsport | 18 | 19 | 18 | 19 | 18 | 18 | 18 | 19 | 21 | 19 |
| **Provincial Totals** | **11,072** | **11,016** | **11,000** | **10,961** | **10,770** | **10,814** | **10,751** | **10,664** | **10,708** | **10,856** |

* For the years prior to the formation of the district school boards, the figures represent the number of teachers in the areas now served by the district boards.

## TEACHERS BY CERTIFICATE, AGE, AND SEX

**September 30, 1988**

| Certificate | | Total | 20 to 24 | 25 to 29 | 30 to 34 | 35 to 39 | 40 to 44 | 45 to 49 | 50 to 54 | 55 to 59 | 60 to 64 | 65 to 69 | 70 and Over |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TC 8 | Male | 327 | | 1 | 3 | 40 | 112 | 111 | 41 | 15 | 4 | | |
| | Female | 121 | | | 5 | 25 | 21 | 30 | 21 | 14 | 5 | | |
| | Total | 448 | | 1 | 8 | 65 | 133 | 141 | 62 | 29 | 9 | | |
| TC 7 | Male | 924 | | 3 | 40 | 214 | 316 | 200 | 109 | 33 | 9 | | |
| | Female | 462 | | 7 | 56 | 139 | 100 | 77 | 44 | 26 | 12 | 1 | |
| | Total | 1,386 | | 10 | 96 | 353 | 416 | 277 | 153 | 59 | 21 | 1 | |
| TC 6 | Male | 1,720 | | 29 | 170 | 534 | 517 | 300 | 133 | 32 | 5 | | |
| | Female | 1,904 | 5 | 85 | 288 | 582 | 430 | 249 | 155 | 82 | 28 | | |
| | Total | 3,624 | 5 | 114 | 458 | 1,116 | 947 | 549 | 288 | 114 | 33 | | |
| TC 5 | Male | 1,155 | 41 | 140 | 228 | 334 | 240 | 98 | 46 | 20 | 8 | | |
| | Female | 3,040 | 142 | 417 | 563 | 738 | 538 | 339 | 190 | 88 | 23 | 2 | |
| | Total | 4,195 | 183 | 557 | 791 | 1,072 | 778 | 437 | 236 | 108 | 31 | 2 | |
| TC 4 | Male | 137 | 9 | 30 | 34 | 22 | 19 | 12 | 7 | 3 | 1 | | |
| | Female | 594 | 17 | 65 | 94 | 151 | 109 | 82 | 48 | 22 | 6 | | |
| | Total | 731 | 26 | 95 | 128 | 173 | 128 | 94 | 55 | 25 | 7 | | |
| TC 3 | Male | 19 | | | | 4 | 10 | 4 | | | 1 | | |
| | Female | 192 | | | | 47 | 37 | 53 | 38 | 14 | 3 | | |
| | Total | 211 | | | | 51 | 47 | 57 | 38 | 14 | 4 | | |
| TC 2 | Male | 1 | | | | | | 1 | | | | | |
| | Female | 87 | | | | | 8 | 29 | 39 | 10 | 1 | | |
| | Total | 88 | | | | | 8 | 30 | 39 | 10 | 1 | | |
| TC 1 | Male | | | | | | | | | | | | |
| | Female | 9 | | | | | | 1 | 3 | 4 | 1 | | |
| | Total | 9 | | | | | | 1 | 3 | 4 | 1 | | |

## TEACHERS BY CERTIFICATE, AGE, AND SEX

**September 30, 1988**

(Continued)

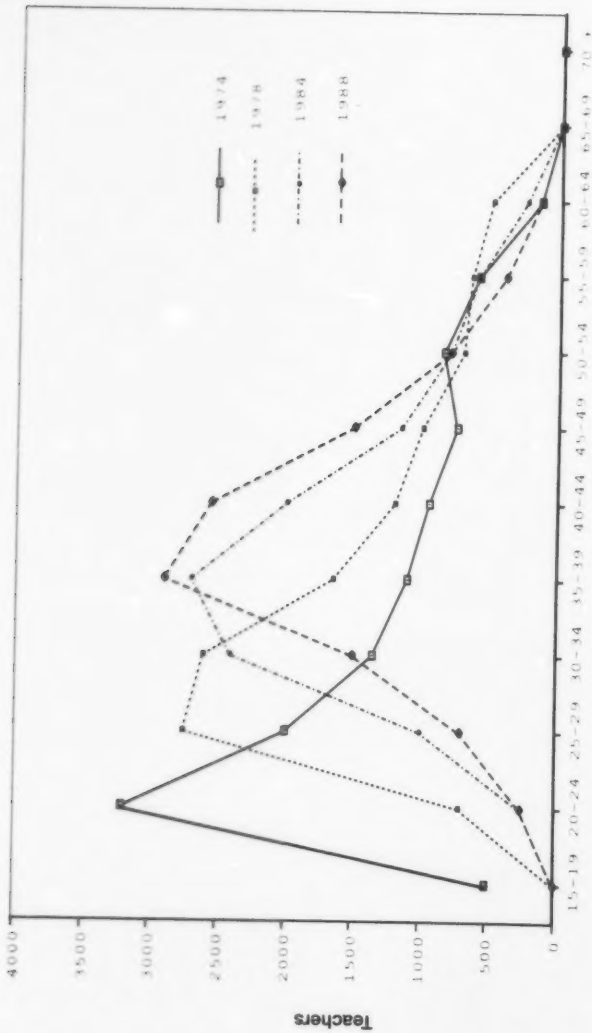
| Certificate | | Total | 20 to 24 | 25 to 29 | 30 to 34 | 35 to 39 | 40 to 44 | 45 to 49 | 50 to 54 | 55 to 59 | 60 to 64 | 65 to 69 | 70 and Over |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Permit | | | | | | | | | | | | | |
| | Male | 1 | | | | | | 1 | | | | | |
| | Female | 3 | 2 | | | | 1 | | | | | | |
| | Total | 4 | 2 | | | | 1 | 1 | | | | | |
| Exchange | | | | | | | | | | | | | |
| | Male | 4 | | | 1 | 1 | 1 | 1 | | | | | |
| | Female | 3 | | | | | 2 | 1 | | | | | |
| | Total | 7 | | | 1 | 1 | 3 | 2 | | | | | |
| VTC IV | Male | 22 | | | | | 2 | 4 | 10 | 4 | 2 | | |
| | Female | 5 | | | | | | 2 | 2 | | 1 | | |
| | Total | 27 | | | | | 2 | 6 | 12 | 4 | 3 | | |
| VTC III | Male | 14 | | | | 1 | 2 | 4 | 4 | 3 | | | |
| | Female | | | | | | | | | | | | |
| | Total | 14 | | | | 1 | 2 | 4 | 4 | 3 | | | |
| VTC II | Male | 40 | | | | 4 | 14 | 11 | 5 | 5 | 1 | | |
| | Female | 4 | | | 1 | 2 | | | 1 | | | | |
| | Total | 44 | | | 1 | 6 | 14 | 11 | 6 | 5 | 1 | | |
| VTC I | Male | 1 | | | | | | | | 1 | | | |
| | Female | | | | | | | | | | | | |
| | Total | 1 | | | | | | | | 1 | | | |

## TEACHERS BY CERTIFICATE, AGE, AND SEX
**September 30, 1988**

(Continued)

| Certificate | | Total | 20 to 24 | 25 to 29 | 30 to 34 | 35 to 39 | 40 to 44 | 45 to 49 | 50 to 54 | 55 to 59 | 60 to 64 | 65 to 69 | 70 and Over |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| VTP A | Male | 6 | | | 1 | 3 | | 1 | | | 1 | | |
| | Female | 5 | | 1 | 1 | 2 | 1 | | | | | | |
| | Total | 11 | | 1 | 2 | 5 | 1 | 1 | | | 1 | | |
| No cert. | | | | | | | | | | | | | |
| | Male | 2 | | | | | | 2 | | | | | |
| | Female | 2 | | 1 | | 1 | | | | | | | |
| | Total | 4 | | 1 | | 1 | | 2 | | | | | |
| Expired | | | | | | | | | | | | | |
| | Male | 17 | | 6 | 7 | 1 | 2 | 1 | | | | | |
| | Female | 35 | | 18 | 9 | 5 | 2 | 1 | | | | | |
| | Total | 52 | | 24 | 16 | 6 | 4 | 2 | | | | | |
| TOTAL | | | | | | | | | | | | | |
| | Male | 4,390 | 50 | 209 | 484 | 1,158 | 1,235 | 751 | 355 | 116 | 32 | | |
| | Female | 6,466 | 166 | 594 | 1,017 | 1,692 | 1,249 | 864 | 540 | 261 | 80 | 3 | |
| | Total | 10,856 | 216 | 803 | 1,501 | 2,850 | 2,484 | 1,615 | 895 | 377 | 112 | 3 | |

## AGE DISTRIBUTION OF NOVA SCOTIA TEACHERS FOR SELECTED YEARS




Note: Includes teachers with vocational certificates.

## TEACHERS BY LEVELS TAUGHT AND CERTIFICATE

### September 30, 1988*

| | Total | TC8 | TC7 | TC6 | TC5 | TC4 | TC3 | TC2 | TC1 | Per-mit | Exch. Agmt* | VTC4 | VTC3 | VTC2 | VTC1 | VPA | Exp'd. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Single Level** | | | | | | | | | | | | | | | | | |
| Elementary | 5,417 | 105 | 425 | 1,673 | 2,432 | 504 | 158 | 73 | 9 | 1 | 5 | | | | | | 32 |
| Junior | 3,513 | 129 | 445 | 1,239 | 1,389 | 213 | 52 | 15 | | 1 | | | 2 | 7 | | | 21 |
| Senior | 2,751 | 151 | 462 | 1,037 | 943 | 99 | 23 | 6 | | 1 | | 4 | 3 | 7 | | 3 | 12 |
| Vocational | 134 | 2 | 5 | 25 | 26 | 2 | 1 | | | | | 22 | 8 | 32 | 1 | 8 | 2 |
| **Multi-level** | | | | | | | | | | | | | | | | | |
| Elementary-Jr. | 605 | 32 | 73 | 208 | 234 | 43 | 6 | 1 | | 1 | | | | | | | 7 |
| Elementary-Sr. | 164 | 13 | 29 | 50 | 63 | 5 | | 2 | | | | | | | | | 2 |
| Junior-Senior | 1,042 | 36 | 130 | 369 | 425 | 53 | 19 | 4 | | | | | | 2 | | | 4 |
| Senior-Vocational | 15 | | | 10 | 5 | | | | | | | | | | | | |
| Board Supervisory Personnel (1) | 224 | 49 | 86 | 72 | 16 | | | | | 1 | | | | | | | |
| School Supervisory Personnel (2) | 471 | 78 | 160 | 160 | 57 | 9 | 2 | | | 1 | 2 | 1 | 1 | | | | |
| **Provincial Total** | 10,856 | 448 | 1,386 | 3,624 | 4,195 | 731 | 211 | 88 | 9 | 4 | 7 | 27 | 14 | 44 | 1 | 11 | 56 |

*Level categories overlap; e.g., a teacher of grades 6 and 7 is reported under the categories 7-9, 7-12, and P-12.

1. Chief education officers, curriculum supervisors sub-system supervisor.
2. Non-teaching principals and vice-principals.

## TEACHERS BY CERTIFICATE AND DEGREE

## SEPTEMBER 30, 1988

| Certificate | Percentage with Degree |
|---|---|
| TC8 | 96.9 |
| TC7 | 93.2 |
| TC6 | 80.0 |
| TC5 | 66.0 |
| TC4 | 12.7 |
| TC3 | |
| TC2 | |
| TC1 | |
| Permit | 25.0 |
| VTC IV | 18.5 |
| VTC III | |
| VTC II | |
| VTC 1 | |
| VPA | 18.2 |
| **TOTAL** | **69.5** |

## RATIO OF ADMINISTRATORS, SPECIALISTS, AND REGULAR TEACHERS PER STUDENT

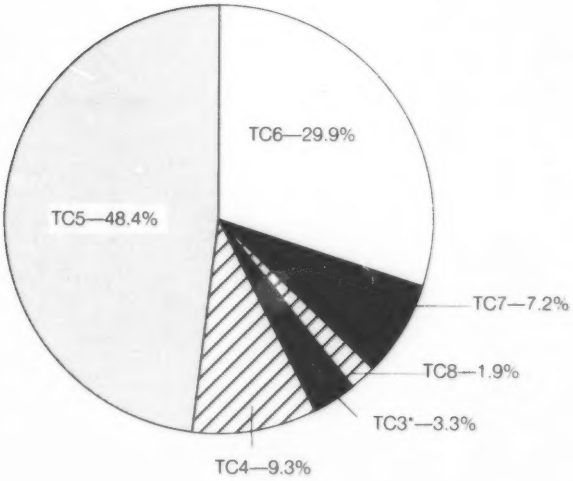
### September 30, 1988

| Board | Enrolment 88-89 | Administration No. | % | ptr | Special Subjects No. | % | ptr | Special Education No. | % | ptr | Regular No. | % | ptr | Total No. | ptr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 4,116 | 21.0 | 8.3 | 196.0 | 36.2 | 14.3 | 113.7 | 23.8 | 9.4 | 172.9 | 172.1 | 68.0 | 23.9 | 253.1 | 16.3 |
| Antigonish | 4,646 | 36.0 | 12.7 | 129.1 | 35.0 | 12.3 | 132.7 | 19.0 | 6.7 | 244.5 | 194.0 | 68.3 | 23.9 | 284.0 | 16.4 |
| Cape Breton | 19,652 | 149.0 | 12.5 | 131.9 | 194.5 | 16.4 | 101.0 | 83.0 | 7.0 | 236.8 | 763.0 | 64.1 | 25.8 | 1189.5 | 16.5 |
| Clare-Argyle | 3,200 | 22.0 | 10.0 | 145.5 | 26.7 | 12.1 | 119.9 | 11.0 | 5.0 | 290.9 | 160.4 | 72.9 | 20.0 | 220.1 | 14.5 |
| Colch.-E .Hants | 13,119 | 77.0 | 9.9 | 170.4 | 154.7 | 19.8 | 84.8 | 51.6 | 6.6 | 254.2 | 497.2 | 63.7 | 26.4 | 780.5 | 16.8 |
| Cumberland | 6,285 | 36.0 | 9.2 | 174.6 | 66.7 | 17.0 | 94.2 | 25.0 | 6.4 | 251.4 | 264.3 | 67.4 | 23.8 | 392.0 | 16.0 |
| Dartmouth | 11,073 | 88.5 | 11.7 | 125.1 | 147.8 | 19.5 | 74.9 | 61.1 | 8.1 | 181.2 | 459.6 | 60.7 | 24.1 | 757.0 | 14.6 |
| Digby | 2,175 | 16.0 | 10.9 | 135.9 | 18.5 | 12.6 | 117.6 | 14.0 | 9.5 | 155.4 | 98.5 | 67.0 | 22.1 | 147.0 | 14.8 |
| Guysborough | 2,598 | 28.0 | 15.7 | 92.8 | 25.0 | 14.0 | 103.9 | 8.0 | 4.5 | 324.8 | 117.0 | 65.7 | 22.2 | 178.0 | 14.6 |
| Halifax | 14,395 | 131.6 | 12.1 | 109.4 | 199.1 | 18.4 | 72.3 | 89.9 | 8.3 | 160.1 | 662.6 | 61.2 | 21.7 | 1083.2 | 13.3 |
| Hfx. Co-Bedford | 29,426 | 246.0 | 13.6 | 119.6 | 291.8 | 16.2 | 100.8 | 105.3 | 5.8 | 279.4 | 1159.9 | 64.3 | 25.4 | 1803.0 | 16.3 |
| Hants West | 3,615 | 20.0 | 9.0 | 180.8 | 34.1 | 15.4 | 106.0 | 17.8 | 8.1 | 203.1 | 149.2 | 67.5 | 24.2 | 221.1 | 16.4 |
| Inverness | 4,780 | 27.0 | 8.8 | 177.0 | 36.0 | 11.7 | 132.8 | 18.5 | 6.0 | 258.4 | 227.0 | 73.6 | 21.1 | 308.5 | 15.5 |
| Kings | 10,835 | 60.0 | 8.7 | 180.6 | 124.1 | 17.9 | 87.3 | 52.0 | 7.5 | 208.4 | 456.0 | 65.9 | 23.8 | 692.1 | 15.7 |
| Lunenburg | 8,326 | 58.0 | 11.9 | 143.6 | 76.2 | 15.6 | 109.3 | 37.6 | 7.7 | 221.4 | 316.8 | 64.8 | 26.3 | 488.6 | 17.0 |
| Northside-Victoria | 7,231 | 51.0 | 11.5 | 141.8 | 68.0 | 15.3 | 106.3 | 24.0 | 5.4 | 301.3 | 300.0 | 67.7 | 24.1 | 443.0 | 16.3 |
| Pictou | 10,547 | 64.0 | 10.2 | 164.8 | 80.0 | 12.8 | 131.8 | 37.5 | 6.0 | 281.3 | 443.0 | 70.9 | 23.8 | 624.5 | 16.9 |
| Queens | 2,413 | 20.0 | 12.6 | 120.7 | 18.0 | 11.4 | 134.1 | 11.6 | 7.3 | 208.0 | 108.6 | 68.6 | 22.2 | 158.2 | 15.3 |
| Richmond | 2,489 | 29.0 | 15.8 | 85.8 | 27.0 | 14.7 | 92.2 | 14.0 | 7.6 | 177.8 | 114.0 | 62.0 | 21.8 | 184.0 | 13.5 |
| Shelburne | 3,182 | 18.0 | 10.1 | 176.8 | 25.6 | 14.4 | 124.3 | 11.0 | 6.2 | 289.3 | 123.0 | 69.3 | 25.9 | 177.6 | 17.9 |
| Yarmouth | 3,283 | 21.0 | 11.1 | 156.3 | 26.0 | 13.7 | 126.3 | 19.8 | 10.5 | 165.8 | 122.5 | 64.7 | 26.8 | 189.3 | 17.3 |
| Hantsport | 214 | 2.0 | 12.2 | 107.0 | 1.7 | 10.4 | 125.9 | 1.2 | 7.3 | 178.3 | 11.5 | 70.1 | 18.6 | 16.4 | 13.0 |
| TOTAL | 167,600 | 1,221.1 | 11.5 | 137.3 | 1,712.7 | 16.2 | 97.9 | 736.7 | 7.0 | 227.5 | 6,920.2 | 65.3 | 24.2 | 10,590.7 | 15.8 |

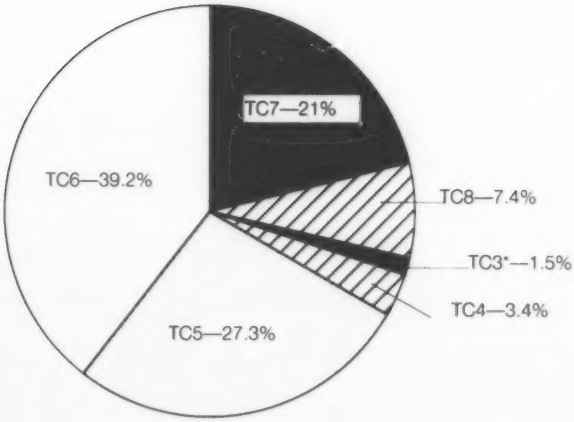
Administration = Superintendent, Asst. Superintendent, Principal, Vice-Principal, Supervisor, Guidance Director, System Consultant, Education Administrator, and Department Head.
Special Subjects = Special Subject Teacher — Home Economics, Music, Art, Physical Education, Industrial Arts, Guidance, Business Education, Library and Vocational.
Special Education = Special Education and Resource, e.g., Mentally Handicapped, Speech Pathology and Social Work.
Regular = Regular Classroom, Perm Sub, Home Visit, and Continuing Ed.

## DISTRIBUTION OF TEACHERS BY CERTIFICATE AND SEX SEPTEMBER 30, 1988

### Females




### Males




*Includes TC2 and under.

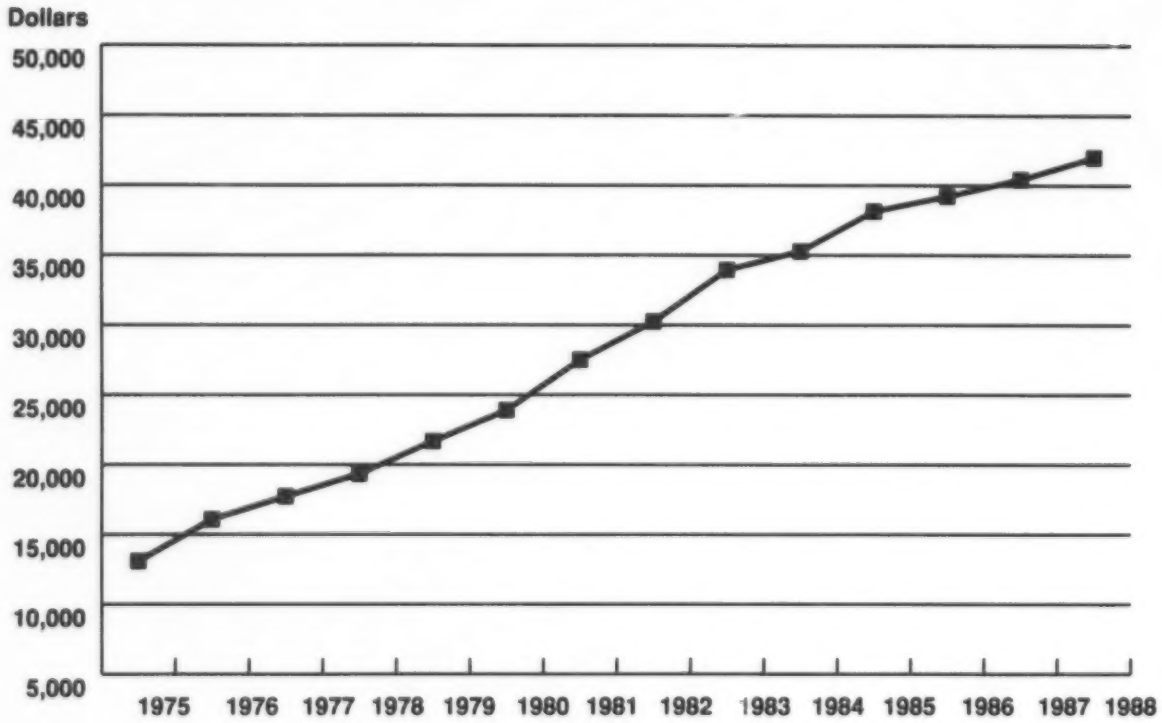
## TEACHERS BY CERTIFICATE AND BY POSITION
### September 30, 1988

| Position | | Total | TC8 | TC7 | TC6 | TC5 | TC4 | TC3 | TC2 | TC1 | Per-mit | Exch. Agmt* | VTC4 | VTC3 | VTC2 | VTC1 | VPA | Exp'd |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Superintendent & Assistants | Male | 45 | 14 | 18 | 13 | | | | | | | | | | | | | |
| | Female | 1 | 1 | | | | | | | | | | | | | | | |
| | Total | 46 | 15 | 18 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Supervisors & System Consultants | Male | 96 | 24 | 41 | 27 | 2 | 1 | | | | | | | | 1 | | | |
| | Female | 72 | 8 | 24 | 28 | 12 | | | | | | | | | | | | |
| | Total | 168 | 32 | 65 | 55 | 14 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Principals | Male | 379 | 69 | 145 | 133 | 27 | 4 | | | | | | 1 | | | | | |
| | Female | 115 | 9 | 33 | 35 | 20 | 11 | 3 | 3 | | | | | | | | | 1 |
| | Total | 494 | 78 | 178 | 168 | 47 | 15 | 3 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Vice-Principals | Male | 264 | 37 | 102 | 102 | 18 | 3 | | | | | | 1 | | 1 | | | |
| | Female | 109 | 4 | 24 | 42 | 33 | 4 | 2 | | | | | | | | | | |
| | Total | 373 | 41 | 126 | 144 | 51 | 7 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| Department Head | Male | 182 | 23 | 56 | 70 | 30 | 1 | | | | | | 1 | 1 | | | | |
| | Female | 76 | 6 | 16 | 25 | 26 | | 1 | | | | | | | 2 | | | |
| | Total | 258 | 29 | 72 | 95 | 56 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 |
| Regular Classroom Teachers & Specialists | Male | 3,424 | 160 | 562 | 1,375 | 1,078 | 128 | 19 | 1 | | 1 | 4 | 19 | 13 | 38 | 1 | 6 | 19 |
| | Female | 6,093 | 93 | 365 | 1,774 | 2,949 | 579 | 186 | 84 | 9 | 3 | 3 | 5 | | 2 | | 5 | 36 |
| | Total | 9,517 | 253 | 927 | 3,149 | 4,027 | 707 | 205 | 85 | 9 | 4 | 7 | 24 | 13 | 40 | 1 | 11 | 55 |
| Total | Male | 4,390 | 327 | 924 | 1,720 | 1,155 | 137 | 19 | 1 | 0 | 1 | 4 | 22 | 14 | 40 | 1 | 6 | 19 |
| | Female | 6,466 | 121 | 462 | 1,904 | 3,040 | 594 | 192 | 87 | 9 | 3 | 3 | 5 | 0 | 4 | 0 | 5 | 37 |
| | Total | 10,856 | 448 | 1,386 | 3,624 | 4,195 | 731 | 211 | 88 | 9 | 4 | 7 | 27 | 14 | 44 | 1 | 11 | 56 |

## AVERAGE SALARY PER TEACHER

### September 30, 1988

| | Number of Teachers | Average Salary |
|---|---|---|
| Basic Salary | 10,856 | $41,329 |
| Supervisory Allowance | 1,341 | $5,422 |
| Total Salary and Allowance | 10,856 | $41,999 |




**AVERAGE SALARY PER TEACHER 1975–1988**

Based on salary in effect in September of each year.

## NOVA SCOTIA SCHOOL BOOK BUREAU
## STATEMENT OF OPERATIONS
## FISCAL YEAR APRIL 1, 1988 TO MARCH 31, 1989

| | | |
|---|---|---|
| **Disbursements** | | |
| Purchase of learning materials | $6,778,700 | |
| Freight and mailing costs | 92,400 | |
| Salaries | 324,200 | |
| Other | 61,900 | |
| | | $7,257,200 |
| **Receipts** | | |
| Sales | | $425,200 |
| **Inventories** | | |
| On hand, March 31, 1988 | | $795,800 |
| On hand, March 31, 1989 | | 817,794 |
| **Quantity of Textbooks and Material Distributed** | | |
| Textbooks, primary to grade 6 | 550,000 | |
| Textbooks, grades 7–12 | 460,000 | |
| Textbooks, special education/ specialized reading | 8,000 | |
| Textbooks, acadiennes | 45,000 | |
| Textbooks, miscellaneous | 78,000 | |
| Career education materials | 35,000 | |
| **TOTAL** | | 1,176,000 |
| P & R Releases, Education N.S., others | 142,000 | |
| Cumulative record cards, manuals | 28,000 | |
| Teaching guides, curriculum bulletins | 12,000 | |
| Miscellaneous | 725,000 | |
| **TOTAL** | | $907,000 |